DOCUMENT RESUME

ED 248 770	HE 017 635
AUTHOR	Davis, Christine K.; And Others
TITLE	Employment Survey of 1982 Graduates of Ontario University. Report of Major Findings.
INSTITUTION	Ontario Ministry of Colleges and Universities, Toronto.
REPORT NO	ISBN-0-7743-9175-8
PUB DATE	84
NOTE	244p.; For the summary, see ED 240 950.
AVAILABLE FROM	Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8, Canada ($6.00).
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Career Choice; *College Graduates; Educational Background; *Education Work Relationship; *Employment Experience; Foreign Countries; *Graduate Surveys; Higher Education; Job Application; Majors (Students); Questionnaires; Relevance (Education); Research Methodology; Student Characteristics
IDENTIFIERS	Canada; *Ontario

ABSTRACT

Procedures and selected results of the 1982 Ontario Graduate Employment Survey are examined. The survey, which is sent to graduates of the 17 Ontario universities, is designed to provide information on the postgraduate educational and labor experiences of graduates within a year after graduation. The fieldwork procedures employed are described, along with the nature of the survey instrument and the response rates achieved. A profile is provided of the 1982 spring graduates in terms of selected demographic and social-background variables, aspects of their educational experiences, and features of their early career paths. Attention is directed to the relationship of these demographic and social background factors, along with aspects of graduates' educational experiences, to the graduates' subsequent educational or early career choices. Level of degree and student majors are also examined, along with the ways by which employed graduates obtained their jobs. Finally, survey data are examined that pertain to the relationship between the kind and amount of the graduates' educational experiences and the educational requirements of their jobs. Included are statistical tables of survey results and the study questionnaire. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED248770

HE 017 635

EMPLOYMENT SURVEY OF 1982 GRADUATES OF ONTARIO UNIVERSITIES

REPORT OF MAJOR FINDINGS

CHRISTINE S. DAVIS, Principal Investigator
MARGARET A. DENTON
A. A. HUNTER

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ministry of
Colleges & Univs

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This report was funded under contract by the Ministry of Colleges and Universities, Ontario. It reflects the views of the authors and not necessarily those of the Ministry.

Hon. B[illegible]e Stephenson, M.D., Minister
Harry [illegible]isher, Deputy Minister

Ontario

Ministry
of
Education

Ministry of
Colleges and
Universities

EMPLOYMENT SURVEY OF 1982 GRADUATES OF ONTARIO UNIVERSITIES

Report of Major Findings

CHRISTINE K. DAVIS, Principal Investigator
MARGARET A. DENTON
A. A. HUNTER

This report was funded under contract by the Ministry of Colleges and Universities, Ontario. It reflects the views of the authors and not necessarily those of the Ministry.

© The Minister of Colleges and Universities, Ontario, 1984
Queen's Park
Toronto, Ontario

Canadian Cataloguing in Publication Data

Davis, Christine K., 1949-
Employment survey of 1982 graduates of Ontario universities

Co-published by Ministry of Education.
ISBN 0-7743-9175-8

1. College graduates--Employment--Ontario. I. Denton, Margaret A., 1947- . II. Hunter, Alfred A., 1943- . III. Ontario. Ministry of Colleges and Universities. IV. Ontario. Ministry of Education. V. Title.

HD6278.C32O54 1984 331.11'423 84-093013-5

Additional copies may be ordered from:

Publications Sales
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario
M5S 1V6

or from:

The Ontario Government Bookstore
880 Bay Street
Toronto, Ontario
M7A 1N8

(mail orders)
Publication Centre
880 Bay Street, 5th Floor
Toronto, Ontario
M7A 1N8

Table of Contents

PAGE

ACKNOWLEDGEMENTS xiii
INTRODUCTION 1
HIGHLIGHTS 2
PURPOSE OF THE SURVEY 5

CHAPTER 1 RESEARCH DESIGN AND FIELDWORK PROCEDURES 6

- 1.1 Liaison 6
- 1.2 Study Population 7
- 1.3 Questionnaire 8
- 1.4 Mailout Procedure 9
- 1.5 Response Rate and Biases 12
- 1.6 Weighting the Data 14
- 1.7 Coding 15
- 1.8 Data Entry, Editing, and Analysis 18

CHAPTER 2 PROFILE OF THE 1982 SPRING GRADUATES 21

- 2.1 Gender 22
- 2.2 Age 22
- 2.3 Parents' Education 23
- 2.4 Level of Degree or Diploma 25
- 2.5 Major Field of Study 27
- 2.6 Type of Program 28
- 2.7 Enrolment Status 28
- 2.8 Employment Status 29
- 2.9 Occupation 31
- 2.10 Industry 34
- 2.11 Earnings 34
- 2.12 Migration 37
- Summary and Conclusions 38

CHAPTER 3 SOME SOCIAL AND ECONOMIC FACTORS IN THE EDUCATIONAL AND EARLY CAREER DECISIONS OF THE 1982 SPRING GRADUATES 39

- 3.1 Level of Degree or Diploma 39
- 3.1.1 Gender 39
- 3.1.2 Parents' Education 40
- 3.2 Major Fields of Study 43
- 3.2.1 Gender 43
- 3.2.2 Parents' Education 44
- 3.3 Employment Status 47
- 3.3.1 Gender 47
- 3.3.2 Level of Degree or Diploma 48
- 3.3.3 Major Field of Study 51
- 3.4 Occupation 54
- 3.4.1 Gender 54
- 3.4.2 Level of Degree or Diploma 57
- 3.4.3 Major Field of Study 59
- 3.5 Industry 59
- 3.5.1 Gender 59
- 3.5.2 Level of Degree or Diploma 63
- 3.5.3 Major Field of Study 66
- 3.6 Earnings 69

CHAPTER 3 (CONTINUED)

PAGE

3.6.1 Gender 69
3.6.2 Level of Degree or Diploma 72
3.6.3 Major Field of Study 75
3.6.4 Employment Status 78
3.6.5 Traditional Students 79
3.7 Overall Job Satisfaction 80
3.7.1 Gender 80
3.7.2 Level of Degree or Diploma 81
3.7.3 Major Field of Study 81
3.7.4 Employment Status 81
3.8 Satisfaction with Selected Aspects of Jobs 84
3.8.1 Gender 84
3.8.2 Level of Degree or Diploma 85
3.8.3 Major Field of Study 86
3.9 Migration 86
3.9.1 Gender 86
3.9.2 Level of Degree or Diploma 89
Summary and Conclusions 91

CHAPTER 4 LEVEL OF DEGREE OR DIPLOMA AND MAJOR FIELD OF STUDY AS INTERVENING VARIABLES 94

4.1 Gender, Unemployment, and Salaries 94
4.2 Level of Degree or Diploma, Major Field of Study, Unemployment, and Salaries 100
Summary and Conclusions 102

CHAPTER 5 GETTING A JOB 104

5.1 Contacts, Interviews, and Offers 104
5.2 Job-Search Strategies: Total Respondents 107
5.3 Job-Search Strategies: Gender 109
5.4 Job-Search Strategies: Levels of Degree or Diploma 111
5.5 Job-Search Strategies: Major Fields of Study 115
5.6 Further Assistance 120
Summary and Conclusions 121

CHAPTER 6 EDUCATIONAL QUALIFICATIONS AND JOB REQUIREMENTS 122

6.1 Gender 122
6.2 Level of Degree or Diploma 127
6.3 Major Field of Study 133
6.4 Full- and Part-time Employed 139
Summary and Conclusions 142

Notes 143

Appendices 145

LIST OF TABLES

PAGE

CHAPTER 1 RESEARCH DESIGN AND FIELDWORK PROCEDURES

Table 1.1 Results of the Telephone Survey 11

Table 1.2 Final Response Rate by Institution 13

Table 1.3 Final Returns on File by Institution 16

CHAPTER 2 PROFILE OF THE 1982 SPRING GRADUATES

Table 2.1 1982 Graduates by Gender 22

Table 2.2 1982 Graduates by Age 23

Table 2.3.a. 1982 Graduates by Highest Level of Educational Attainment of Father or Mother 24

Table 2.3.b Levels of Educational Attainment of 1982 Graduates' Mothers and Fathers and Ontario Females and Males 45-64 Years of Age 25

Table 2.4 1982 Graduates by Level of Degree or Diploma 26

Table 2.5 1982 Graduates by USIS Major Field of Study 27

Table 2.6 1982 Graduates by Program 28

Table 2.7 1982 Graduates by Enrolment Status, Spring 1983 29

Table 2.8.a 1982 Graduates by Employment Status and Gender, Spring 1983 30

Table 2.9.a Full- and Part-time-employed 1982 Graduates in Each of the Twenty-one Most Common Current Occupations 32

Table 2.9.b Full- and Part-time-employed 1982 Graduates by Current Occupation, CCDO Major Groups 33

Table 2.10 Full- and Part-time-employed 1982 Graduates by Industry of Current Occupation, SIC Divisions 35

Table 2.11 Full- and Part-time-employed 1982 Graduates by Level of Annual Income from Current Job 36

Table 2.12 Full- and Part-time-employed 1982 Graduates by Location of Current Job 37

CHAPTER 3 SOME SOCIAL AND ECONOMIC FACTORS IN THE EDUCATIONAL AND EARLY CAREER DECISIONS OF THE 1982 GRADUATES

PAGE

Table 3.1.1 1982 Graduates by Level of Degree or Diploma and Gender 40

Table 3.1.2 1982 Graduates by Level of Degree or Diploma and Highest Level of Educational Attainment of Mother or Father 41

Table 3.2.1 1982 Graduates by USIS Major Field of Study and Gender 44

Table 3.2.2 1982 Graduates by Major Field of Study and Highest Level of Educational Attainment of Mother or Father 45

Table 3.3.1 1982 Graduates by Employment Status and Gender 48

Table 3.3.2 1982 Graduates by Level of Degree or Diploma and Employment Status 50

Table 3.3.2.a Labour-Force Participation and Unemployment Rates of 1982 Spring Graduates by Level of Degree or Diploma, Spring 1983 51

Table 3.3.3. Labour-Force Participation and Unemployment Rates of 1982 Spring Graduates by USIS Major Field of Study, Spring 1983 52

Table 3.3.3.a 1982 Graduates by Major Field of Study and Employment Status 53

Table 3.4.1.a 1982 Graduates by the Twenty-one Most Common Current Occupations and Gender, Full-time Employed 55

Table 3.4.1.b 1982 Graduates by Current Occupation, CCDO Major Groups, Full-time Employed 56

Table 3.4.2 1982 Graduates Employed Full Time by CCDO Major Group Occupations and Level of Degree or Diploma 58

Table 3.4.3 1982 Graduates Employed Full Time by CCDO Major Group Occupations and USIS Major Fields of Study 60

Table 3.5.1.a 1982 Graduates by SIC Division and Gender, Full-time Employed 61

CHAPTER 3 (CONTINUED)

PAGE

Table 3.5.1.b 1982 Graduates by Industry and Gender, Full-time Employed 62

Table 3.5.2.a 1982 Graduates by Level of Degree or Diploma and SIC Division, Full-time Employed 64

Table 3.5.2.b 1982 Graduates by Level of Degree or Diploma and Industry, Full-time Employed 65

Table 3.5.3.a 1982 Graduates by USIS Major Field of Study and SIC Division, Full-time Employed 67

Table 3.5.3.b 1982 Graduates by USIS Major Field of Study and Industrial Sector, Full-time Employed 68

Table 3.6.1.a 1982 Graduates by Level of Starting Salary and Gender, Full-time Employed 70

Table 3.6.1.b 1982 Graduates by Level of Current Salary and Gender, Full-time Employed 71

Table 3.6.2.a 1982 Graduates by Level of Starting Salary and Level of Degree or Diploma, Full-time Employed 73

Table 3.6.2.b 1982 Graduates by Level of Current Wage or Salary and Level of Degree or Diploma, Full-time Employed 74

Table 3.6.3.a 1982 Graduates by Level of Starting Salary and USIS Major Field of Study, Full-time Employed 76

Table 3.6.3.b 1982 Graduates by Level of Current Wage or Salary and USIS Major Field of Study, Full-time Employed 77

Table 3.6.4.a 1982 Graduates by Level of Starting Salary and Employment Status 78

Table 3.6.4.b 1982 Graduates by Level of Current Wage or Salary and Employment Status 79

Table 3.7.1 1982 Graduates' Job Satisfaction and Gender, Full-time Employed 80

Table 3.7.2 1982 Graduates' Satisfaction with Current Position and Level of Degree or Diploma, Full-time Employed 82

CHAPTER 3 (CONTINUED)

PAGE

Table 3.7.3 1982 Graduates' Satisfaction With Current Position by USIS Major Field of Study, Full-time Employed 83

Table 3.7.4 1982 Graduates' Satisfaction with Current Position by Employment Status 84

Table 3.8.1 1982 Graduates Very or Quite Satisfied with Selected Aspects of Jobs by Gender, Full-time Employed 85

Table 3.8.2 1982 Graduates Very or Quite Satisfied with Selected Aspects of Jobs by Level of Degree or Diploma, Full-time Employed 87

Table 3.8.3 1982 Graduates Very or Quite Satisfied with Selected Aspects of Jobs by USIS Major Field of Study, Full-time Employed 88

Table 3.9.1 1982 Graduates by Gender and Location of Current Job, Full-time Employed 89

Table 3.9.2 1982 Graduates by Level of Degree or Diploma and Location of Current Job, Full-time Employed 90

CHAPTER 4 LEVEL OF DEGREE OR DIPLOMA AND MAJOR FIELD OF STUDY AS INTERVENING VARIABLES

Table 4.1.a 1982 Unemployment Rates by Gender and Level of Degree or Diploma 96

Table 4.1.b 1982 Unemployment Rates by Gender and USIS Major Field of Study 97

Table 4.1.c Mean Current Salary for 1982 Full-time Employed by Level of Degree or Diploma, by Gender 98

Table 4.1.d Mean Current Salary for 1982 Full-time Employed, by USIS Major Field of Study, by Gender 99

Table 4.2.a 1982 Unemployment Rates by USIS Major Field of Study and Level of Degree or Diploma 101

Table 4.2.b Mean Current Salary by USIS Major Field of Study and Level of Degree or Diploma, Full-time Employed 103

CHAPTER 5 GETTING A JOB PAGE

Table 5.1.a	Number of Initial Contacts with Different Potential Employers, 1982 Graduates	105
Table 5.1.b	Number of Job Interviews Resulting from Initial Contacts with Different Potential Employers, 1982 Graduates	106
Table 5.1.c	Number of Job Offers, 1982 Graduates	106
Table 5.2.a	Percentages of the 1982 Graduates Pursuing Selected Job-Search Strategies	108
Table 5.2.b	Percentages of the 1982 Graduates Using Selected Job-Search Strategies Who Received Job Offers by that Means	109
Table 5.3.a	Percentages of the 1982 Graduates Pursuing Selected Job-Search Strategies, by Gender	110
Table 5.3.b	Percentages of the 1982 Graduates Pursuing Selected Job-Search Strategies Who Received Job Offers by that Means, by Gender	111
Table 5.4.a	1982 Graduates Using Sources Available for Assistance in the Employment Search and Level of Degree or Diploma	113
Table 5.4.b	1982 Graduates by Level of Degree or Diploma and the Percentage of Job Offers to Approach Used in the Employment Search	114
Table 5.5.a	1982 Graduates Using Sources Available for Assistance in the Employment Search and USIS Major Field of Study	117
Table 5.5.b	1982 Graduates by USIS Major Field of Study and the Percentage of Job Offers to Approach Used in the Employment Search	119
Table 5.6	1982 Graduates Indicating More Assistance Required in Several Sources of Assistance in the Job Search	120

CHAPTER 6 EDUCATIONAL QUALIFICATIONS AND JOB REQUIREMENTS

Table 6.1.a	1982 Graduates by Gender and Relationship of Job in General Skills to Major Field of Study, Full-time Employed	124
Table 6.1.b	1982 Graduates by Gender and Relationship of Job in Program Content to Major Field of Study, Full-time Employed	125

Table 6.1.c 1982 Graduates by Gender and the Educational Requirements of the Most Recent Job, Full-time Employed 125

Table 6.1.d 1982 Graduates by Gender and the Articulation of Level of Degree or Diploma Attained and Required or Preferred by the Employers, Full-time Employed 126

Table 6.1.e 1982 Graduates by Gender and the Articulation of Major Field of Study Attained and Required or Preferred by the Employer, Full-time Employed 126

Table 6.2.a 1982 Graduates by Level of Degree or Diploma and Relationship of Job in General Skills to Major Field of Study, Full-time Employed 128

Table 6.2.b 1982 Graduates by Level of Degree or Diploma and Relationship of Job in Program Content to Major Field of Study, Full-time Employed 129

Table 6.2.c 1982 Graduates by Level of Degree or Diploma and the Educational Requirements of the Most Recent Job, Full-time Employed 130

Table 6.2.d 1982 Graduates by Level of Degree or Diploma and the Articulation of Level of Degree or Diploma Attained and Required or Preferred by the Employer, Full-time Employed 131

Table 6.2.e 1982 Graduates by Level of Degree or Diploma and the Articulation of Major Field of Study Attained and Required or Preferred by the Employer, Full-time Employed 132

Table 6.3.a 1982 Graduates by USIS Major Field of Study and Relationship of Job in General Skills to Major Field of Study, Full-time Employed 134

Table 6.3.b 1982 Graduates by USIS Major Field of Study and Relationship of Job in Program Content to Major Field of Study, Full-time Employed 135

Table 6.3.c 1982 Graduates by USIS Major Field of Study and the Educational Requirements of the Most Recent Job, Full-time Employed 136

CHAPTER 6 (CONTINUED) PAGE

Table 6.3.d 1982 Graduates by USIS Major Field of Study and the Articulation of the Level of Degree or Diploma Attained and Required or Preferred by the Employers, Full-time Employed 137

Table 6.3.e 1982 Graduates by USIS Major Field of Study and Articulation of Major Field of Study Attained by Job Requirements Required or Preferred by the Employer, Full-time Employed 138

Table 6.4.a 1982 Graduates by Employment Status and Relationship of Job in General Skills to Major Field of Study 140

Table 6.4.b 1982 Graduates by Employment Status and Relationship of Job in Program Content to Major Field of Study 140

Table 6.4.c 1982 Graduates by Employment Status and the Educational Requirements of the Most Recent Job 141

Table 6.4.d 1982 Graduates and Employment Status and the Articulation of Major Field of Study Attained and Required or Preferred by the Employer 141

Table 6.4.e 1982 Graduates and Employment Status and the Articulation of Level of Degree or Diploma Attained and Required or Preferred by the Employer 142

LIST OF APPENDICES

PAGE

APPENDIX A - Schedule of Activities 147

APPENDIX B - (i) Schedule and Content of Project Meetings 150
(ii) University Contacts for Graduate Listings 152
(iii) Mailing Schedule 153
(iv) Progress Report 154

APPENDIX C - (i) English and French Questionnaires 161
(ii) English and French Reminder Cards 177
(iii) English and French Reminder Notices 178

APPENDIX D - (i) Telephone Interview Instructions 181
(ii) Telephone Interview Contact Sheet 182

APPENDIX E - Bias Tables 185

Acknowledgements

The 1982 Ontario Graduate Employment Survey involved the combined efforts of many people, and the authors of this report wish to acknowledge their help. In particular we wish to thank Mr. Robert Cornish, Ms. Betty Sands, and Mr. John Kenny from the Ministry of Colleges and Universities for their continued interest and advice throughout the duration of the project. We also wish to thank Ms. Anne Barszczewski, Ms. Lynda Hayward, Ms. Brenda Nussey, and Mrs. Beverley Parr from Social Data Research Limited, whose combined research and clerical expertise was crucial to the success of this study. In addition, we are grateful for the co-operation and helpful comments from many interested university officials. Lastly, we acknowledge the help of Dr. J. Campbell Davis, whose advice and encouragement was essential to the overall direction of the project.

Introduction

This report describes the procedures involved in and some selected results from the 1982 Ontario Graduate Employment Survey in which a mail questionnaire was sent to all spring graduates of the fifteen Ontario universities, the Ontario College of Art, and Ryerson Polytechnical Institute. The 1982 survey is a replication of the one conducted on the 1979 spring graduates and is intended to provide information on the postgraduate educational and labour-market experiences of the 1982 graduates within a year of their graduation.

Chapter 1 describes the fieldwork procedures employed, the nature of the survey instrument used, and the response rates achieved. Chapter 2 gives a profile of the 1982 spring graduates in terms of selected demographic and social-background variables, aspects of their educational experiences, and features of their early career paths. Chapter 3 relates these demographic and social-background factors, along with aspects of the graduates' educational experiences, to the graduates' subsequent educational or early career choices. Chapter 4 takes some of the major findings from the previous chapters and examines them more closely by introducing some additional variables into the analysis. Chapter 5 presents an analysis of the means by which employed graduates obtained their jobs. Finally, Chapter 6 brings data from the survey to bear on the issue of the relationship between the kind and amount of the graduates' educational experiences and the educational requirements of their jobs.

Highlights

Some of the highlights of the analysis of the data gathered on 1982 spring graduates from Ontario universities include indications that:

- approximately equal numbers of men and women graduate from university-level institutions in Ontario;
- the parents of university-level graduates are, on average, better educated than adults between the ages of 45 and 64 in Ontario;
- those graduates whose parents are relatively well educated do not differ from those whose parents are relatively poorly educated in terms of level of degree obtained, major field of study, salaries earned, or job satisfaction achieved;
- 88.8 per cent of the 1982 Ontario graduates who are in the labour force are employed full or part time;
- the unemployment rate for 1982 graduates in the spring of 1983 was 11.1 per cent compared with an overall unemployment rate of 18.7 per cent among Ontarians aged 20 to 24 years;
- graduates with one-year Bachelor of Education, first professional, master's, and Ph.D. degrees are more likely than the others to be in the labour force and employed full time;
- at the time of the survey, 21.2 per cent of the 1982 spring graduates were enrolled as full-time students;
- holders of one-year Bachelor of Education degrees who are in the labour force are more likely to be employed part time (26.2 per cent) than graduates with other qualifications;
- more than 50 per cent of graduates employed full time are in just twenty-one occupations. The four most common occupations

are accountants, auditors, and other financial officers (8.1 per cent); elementary and kindergarten teachers (5.9 per cent); computer programmers (4.8 per cent); and lawyers and notaries (3.7 per cent);

- among university graduates, the higher the level of degree or diploma, the higher the earnings;

- current average full-time salaries vary across the major fields of study ranging from a low of $15 740 (fine and applied arts) to a high of $25 235 (health professions and occupations);

- those fields which are characterized by above-average salaries are: health professions and occupations; engineering and applied sciences; mathematics and physical sciences; education, physical education, recreation and leisure; and commerce and business administration;

- male graduates have both higher starting and higher current full-time salaries than female graduates;

- 79.1 per cent of all graduates employed full time indicate that they are satisfied with their most recent jobs or positions;

- graduates typically employed several different strategies in searching for a job, ranging from registering with private employment agencies and answering media advertisements to making walk-in contacts with prospective employers;

- job-search strategies varied in effectiveness in terms of generating job offers. Seeking assistance from co-operative or internship employers or former employers was the most successful strategy while seeking assistance from off-campus Canada Employment Centres or private employment agencies was the least successful strategy;

- 87.1 per cent of all full-time employed graduates felt that, in terms of general skills learned, their jobs were related to the field of study of their most recent degrees;

- holders of one-year Bachelor of Education and first professional degrees stood out among those whose qualifications seemed to relate closely to their jobs whereas holders of three-year bachelor's degrees ranked relatively low in this regard;

- graduates in the health professions and occupations and in engineering and applied sciences appeared to be more able to translate their educational qualifications into jobs in their fields, while those in fine and applied arts, the humanities, and the social sciences did not fare as well in this regard.

Purpose of the Survey

The 1982 Ontario Graduate Employment Survey gathered data on certain demographic and social-background characteristics for spring graduates along with information on their degree or diploma levels, major fields of study, types of programs, decisions to further their education, job-search procedures and experiences, employment status, initial and subsequent occupational choices, educational requirements for jobs, starting and current salaries, job satisfaction, and migration. These data are designed for several uses. First, they provide information for policy-makers on current concerns with regard to postsecondary education in Ontario and, when employed in tandem with findings from previous surveys, on trends related to education. Second, they are a source of basic statistical data for the universities, other Ontario ministries, Statistics Canada, and researchers. Third, they are potentially useful to those involved in career-counselling and student placement in the universities, colleges of applied arts and technology, and secondary schools.

1 Research Design and Fieldwork Procedures

The 1982 Ontario Graduate Employment Survey was conceived and conducted so that it complements its 1979 counterpart in terms of research design, fieldwork procedures, and information obtained. The study population for the survey was the spring 1982 graduates of fifteen Ontario universities, the Ontario College of Art, and Ryerson Polytechnical Institute. Visa students were not included. Once again, a mail questionnaire was used, and the survey instrument differed only slightly from the 1979 version in content and format. As in the previous survey, the mailout was scheduled to begin in mid-February--about eight months after graduation--and the cutoff date for accepting returned, completed questionnaires was June 30. At the beginning of the project, a proposed work schedule was approved by the Ministry of Colleges and Universities, and no major departures from it proved necessary. A detailed report of the actual work schedule is provided in Appendix A.

1.1 Liaison

Throughout the period in which the 1982 survey was carried out, continuous communication was maintained between the contractor and the ministry, and a separate project office and work area was established by the contractor so that ministry officials might monitor the day-to-day activities of the research team and contribute to the progress of the project on an ongoing basis. Regular meetings were held between the contractor and ministry officials, the schedule and topics for which are provided in Appendix A. As well, the contractor provided the ministry with regular written and verbal progress reports, including weekly updates on response rates. These contacts not only served to keep the parties informed of each other's plans and activities but also to identify potential problems early so that remedial action could be taken. For example, when early returns indicated that the final response rates for OCA and York would be considerably lower than expected, it was possible for the contractor and the ministry quickly to implement a strategy of telephone reminders and interviews for the graduates of these institutions in order to improve the rates of return.

Similarly, officers of the several institutions involved were invited regularly to meet with the contractor and ministry officials throughout the project. They were encouraged to visit the research facility so that they might keep informed about the progress of the project and contribute to its successful completion. In addition, close contact was maintained between the contractor and those institutions (Ottawa, Toronto, and Wilfrid Laurier) that elected to carry out their own mailout to ensure that a standard procedure was used. In general, co-operation in this area was such that the problems inherent in a decentralized mailout were reduced considerably. Finally, a written progress report outlining the schedule of project activities completed was sent to each participating institution after the final mailout. As part of this report, a brief questionnaire was included in which officials at each institution were asked to comment on the procedures used in the survey. Their responses should prove helpful in planning future surveys, especially in regard to the mailout system.

1.2 Study Population

The study population for the survey was the spring 1982 graduates of the fifteen Ontario universities, the Ontario College of Art, and Ryerson Polytechnical Institute. Visa students were not included. The research design called for each graduate to be sent a questionnaire. (Although the enumeration was less than complete, the non-response biases were nominal across province-wide strata, e.g., gender, institution, degree level, etc.) Thus, the data obtained describe the entire population and not just a sample. For this reason, no tests of statistical significance needed to be performed nor confidence intervals estimated.

1.3 Questionnaire

Since the purpose of the 1982 survey was to replicate the survey conducted in 1979, few changes were made in the questionnaire. There were some changes, however, and these should be noted. First, four new questions were added to the 1982 version of the instrument:

Q11c: Name of institution attended by respondents who continued their education

Q35: Relevance of specific program content and skills learned during postsecondary education to present or most recent job

Q36: Specific degree required by most recent employer

Q37: Level of education attained by parents

Second, three questions were deleted from the 1979 version of the questionnaire:

Q32: Agreement level with statements about nature of job

Q35: Number of organizations or sports participated in

Q36: Respondent's overall assessment of participation level

Third, some questions which were retained from the 1979 survey were reworded to increase the speed and accuracy of coding. Finally, the general layout of the questionnaire was rearranged. A copy of the 1982 questionnaire can be found in Appendix C.

Since graduates from postsecondary educational institutions in Ontario can complete some programs of study in either English or French, there were both English- and French-language versions of the questionnaire. It was the ministry's task to ensure that instructions and questions in the two versions were equivalent; the contractor undertook to equate the two versions in terms of their format. The French-language version of the questionnaire is presented in Appendix C.

1.4 Mailout Procedure

As the first step in the mailout procedure, each institution participating in the centralized mailout was requested to provide a list of its 1982 spring, non-visa graduates and to assign sequential identification numbers. In order to maximize efficiency and accuracy, a computerized record-keeping system was devised to generate mailing lists, monitor daily returns, determine response rates on a regular basis, and identify emergent response biases. As each list was received, the names on it were entered into a computer file, and the following information was retained: the graduate's name and current address; a code for gender (where possible); and an identification number unique to both the institution and the individual. Once the lists were computerized, a program was written to generate a heat-sensitive address label for each graduate. These labels were then automatically affixed in the appropriate place to the outgoing envelopes. The unique identification numbers were preprinted onto the return envelopes; names and numbers were matched prior to each mailout as questionnaires and return envelopes were stuffed into outgoing envelopes. This procedure made it possible to determine at each stage of the mailout who had responded and who had not.[1]

The University of Ottawa, the University of Toronto, and Wilfrid Laurier University elected to carry out their own mailouts. Consequently, they kept their own records of returns. They were, however, briefed in detail on the mailout procedure used by the contractor so that any discrepancies in procedures could be minimized.

The first mailout began during the last week of February and was completed during the first two weeks of March. This mailout involved 23 310 questionnaires mailed by the contractor, 2462 by the University of Ottawa, 6817 by the University of Toronto, and 836 by Wilfrid Laurier University, for a total of 33 425 questionnaires mailed. As each returned questionnaire was received, the identification number on the return envelope was transferred to the completed questionnaire, and a second computer file was set up. This file included the following information: the respondent's identification number, gender, language of completed questionnaire, major field of study, degree, and date that the returned questionnaire was received.

Approximately two weeks after the first mailout, reminder cards were sent to those graduates who had not yet returned their questionnaires. Non-respondents were identified by matching the total-population computer file with the file of respondents, using a computer program designed specifically for that purpose. Once again, address labels were generated and these were automatically affixed to reminder cards. The same procedure was used to keep a record of all returns following the second mailout and to produce the address labels for the third mailout. The third and final mailout began approximately two weeks after the reminder cards had been sent. A copy of both the reminder card and the reminder notice accompanying the second questionnaire can be found in Appendix C.

Of the total number of questionnaires mailed out, 2977 (or 8.9 per cent) were returned as non-deliverable. Of these, it was possible to trace 822 graduates (or approximately 28 per cent of the non-deliverables) using both telephone directories and alumni lists. A separate mailout was conducted for this group, and a record was made of those questionnaires that remained non-deliverable. The cutoff date for mailing questionnaires to traced graduates was June 10, and the cut-off date for accepting their returned questionnaires was (as with the others) June 30. About 65 questionnaires were received after the June 30 cut-off date.

On the basis of early returns, it was possible to foresee that some institutions were likely to have considerably lower adjusted rates of return than others. In order to increase the response rates for these institutions, a program of telephone reminders and/or separate mailouts was carried out during the first two weeks of June. Random samples of non-respondents from the Ontario College of Art, the University of Ottawa, and York University were drawn, and trained interviewers employed by the contractor, as well as by the University of Ottawa, contacted a total of 991 non-respondents. Interviewers were instructed to use the exact wording of questions from the mail questionnaire, and non-respondents contacted by telephone who were not willing to be interviewed were encouraged to return their questionnaires as soon as possible. For each non-respondent contacted, a written

TABLE 1.1

Results of the Telephone Survey

Results	Ottawa	York	OCA	Total
Sample Size	424	515	52	991
Survey completed by telephone	3.1%	16.9%	17.3%	11.0%
Survey sent back/ or will send back	40.8%	14.6%	5.8%	25.3%
Wrong number/ not locatable	31.6%	8.3%	19.2%	18.9%
Not at home/ no answer	17.0%	46.8%	32.7%	33.3%
Out of town/country	1.9%	4.1%	9.6%	3.4%
Refusal	5.7%	9.3%	15.4%	8.1%

record was made of the substance of the interview. A copy of the telephone interviewing instructions and the contact sheet are provided in Appendix D. The results of the telephone interviewing process are reported in Table 1.1. Of the graduates contacted, 35.3 per cent either answered the questionnaire over the telephone or stated their intention to return the questionnaire to the project office. An additional 36.7 per cent were either not at home or out of town, while 18.9 per cent could not be contacted. The refusal rate for the telephone survey was 8.1 per cent.

1.5 Response Rates and Biases

With regard to rates of response, the goals were that the first mailout would yield a return of about 30 per cent, that an additional 10 per cent return could be expected as a result of the reminder card, and that the third mailout would generate a further 15 to 20 per cent return, yielding a final, overall response rate of between 55 and 60 per cent. In fact, as Table 1.2 shows, the final response rate was, at 58.3 per cent, squarely in the projected range when non-deliverable questionnaires are included in the totals. If, however, non-deliverables are excluded, the overall response rate, at 62.5 per cent, actually exceeds the projected range somewhat. In the discussion that follows, however, only those response rates which are unadjusted for the number of non-deliverable questionnaires will be used.

Although the final, overall response rate was within the expected range, the institutions varied considerably in their individual rates of return, from a high of more than 66 per cent (Guelph, Waterloo) to a low of less than 50 per cent (OCA, Ottawa), as Table 1.2 shows. Although differential rates of return for various categories of respondents are to be expected in any survey research, it is necessary that their nature and implications be explored. First, within each institution, it could be that respondents and non-respondents differ systematically from one another in ways other than the fact that the former returned their questionnaires and the latter did not. Second, across the set of institutions, it is possible that those with relatively low rates of return differ in certain important ways (e.g., gender composition, distribution of degree types, representation of different

TABLE 1.2

Final Response Rate by Institution

Institution	Total Mailed Out	Total Non-Deliverables	Total Returns[a]	Unadjusted Response Rate	Adjusted Response Rate
Brock	717	43	403	56.2	59.8
Carleton	1420	113	848	59.7	64.9
Guelph	1449	52	965	66.6	69.1
Lakehead	728	42	428	58.8	62.4
Laurentian	836	137	513	61.4	73.4
McMaster	1986	109	1131	56.9	60.3
OCA	241	42	102	42.3	51.3
Ottawa	2462	273	1131	45.9	51.3
Queen's	2736	172	1606	58.7	62.6
Ryerson	2271	130	1243	54.7	58.1
Toronto	6817	259	4007	58.8	61.1
Trent	508	54	267	52.6	58.8
Waterloo	2342	104	1548	66.1	69.2
Western	3670	158	2308	62.9	65.7
WLU	836	42	491	58.8	61.8
Windsor	1584	348	813	51.3	65.8
York	2822	190	1532	54.3	58.2
Unidentified	-	-	138	00.4	-
Total	33425	2268	19474	58.3	62.5

a. Includes telephone responses

fields of study, etc.) from those with relatively high rates of return. In either case, the response biases involved could influence the conclusions reached in analyses of the data.

Anticipating possible problems of response bias, the contractor requested that each of the participating institutions provide information with regard to the distributions of its graduates by gender, language (where appropriate), degree type, and field of study. Most institutions were able to provide information for the first three criteria; thus, using the computerized file of returned questionnaires, it was possible to compare these distributions with the corresponding distributions for those graduates who had returned their questionnaires. These comparisons for each institution are presented in Appendix E. As these data show, some minimal response biases do exist by gender, language, and degree type. Considering the fact that the analysis to be conducted below is aggregated across the full set of institutions, potentially the most consequential response bias is that which was noted first: the differential rates of return across institutions.

1.6 Weighting the Data

In sample surveys where different sub-populations have different sampling fractions, it is common to weight the sub-samples so as to correct their relative over- or under-representation. By analogy, in surveys where the extent of a response bias is known, it is not uncommon to weight the data in order to compensate for the bias. In both cases, the assumptions are that the separate sub-samples are randomly selected from their respective populations, and that statistics calculated on the unweighted data are biased estimates of their corresponding population parameters.

Since the data are from a population, not a sample, no tests of statistical significance were conducted. However, the decision was made to weight the data to adjust for the differential rates of response across institutions. At the same time, it should be noted that weighting the data in this way was shown to have very little effect. Many comparisons were run between the unweighted and weighted data, and the differences found were inconsequential.

1.7 Coding

After each returned questionnaire had been entered into the return file, it was filed by institution for coding and prepared for entry into the computer. A small percentage of the returned questionnaires were not coded since they were classified as ineligible, either there was a high level of non-response or the respondent did not graduate in 1982. A breakdown of the eligibility by university is given in Table 1.3. A detailed manual which included instructions on how to code each question was prepared for the coders. In this way, the coding process was standardized. The coding manual and a computer tape are available for purchase through the Research and Information Branch, Ministry of Education.

Since most of the questions in the questionnaire were closed-ended and precoded on the instrument itself, the bulk of the coding involved only the transfer of the code beside the respondent's answer to the margin of the document. In some instances, however, the questions were open-ended and the coders had to refer to the coding manual for the correct code for particular answers. In general, the response categories used for these open-ended questions were determined from the answers given to the same or similar questions on other surveys, including the 1979 Ontario Graduate Employment Survey. However, new categories were added when the frequency of respondents' answers suggested their necessity or utility.

An important series of open-ended questions is found in Section C of the questionnaire, where respondents were asked to provide information on their first and current occupations, along with the industries in which they were located. Given the central nature of these questions to the survey as a whole, particular care had to be taken to

TABLE 1.3

Final Returns on File by Institution

Institution	Total Returns	Ineligible[a]	Refusals/ Spoiled	Total Coded and on Final File
Brock	403	14	6	383
Carleton	848	61	9	778
Guelph	965	16	9	940
Lakehead	428	10	-	418
Laurentian	513	59	12	442
McMaster	1131	14	2	1115
OCA	102	7	4	91
Ottawa	1131	61	6	1064
Queen's	1606	37	21	1548
Ryerson	1243	116	13	1114
Toronto	4007	82	22	3903
Trent	267	13	2	252
Waterloo	1548	62	8	1478
Western	2308	49	4	2255
WLU	491	2	-	489
Windsor	813	35	6	772
York	1532	101	9	1422
Unidentified	138	8	7	123
Total	19474	747	140	18587

a. Includes visa; out of country; wrong completion year or graduation year; fall graduates.

ensure that they were coded as accurately as possible. To this end, a review committee of ministry and interested university officials was established during the early stages of the coding to check in detail the coding of occupation and industry in approximately the first 700 questionnaires. Also, a special team of coders experienced in the coding of occupation and industry in prior surveys was assembled, and these coders carried out all the coding in this section of the questionnaire. In coding occupation, four-digit Canadian Classification and Dictionary of Occupation (CCDO) codes were used; in coding industry, three-digit Standard Industrial Classification (SIC) codes were employed. While the CCDO and SIC manuals were sufficient to cover most cases, the coders also had access to the Scott's Industrial Directory: Ontario Manufacturers and the Canadian Key Business Directory to assist them in ambiguous cases. In addition, it was necessary to develop a number of special codes to cover areas of work and industries not well defined in the CCDO or SIC. Special procedures were developed to deal with respondents' answers which were especially vague. For example, special codes were developed to cover various types of research assistants, supply teachers, post-doctoral fellows, and crown corporations.

Beyond the above additions and modifications, several codes were added at the end of each questionnaire. These included codes to indicate the language in which the questionnaire was filled out, whether the respondent held a job in addition to his or her main one, whether the respondent had offered any unsolicited comments, and the identification number of the person coding the questionnaire. A list of these codes, along with the supplementary occupation and industry codes, is provided in Volume II of materials delivered to the ministry.

For the coding operations themselves, all coders were specially trained for this project. As well, two supervisors were present at all times during the coding and, during the first few weeks, a supervisor checked the coding of virtually every questionnaire so that particular problem areas might be detected. Regular supervisory checking continued throughout the coding phase, and coders were encouraged to set aside problem questionnaires so that the supervisors might code them themselves.

Finally, in order to increase accuracy, all coding was done separately for each institution so that the coders could become familiar with those codes which were fairly well represented for some institutions but not for others.

1.8 Data Entry, Editing, and Analysis

Once the data were coded, they were entered directly into a computer file by data-entry clerks using video-display terminals. These clerks were trained to identify any obvious errors which might have been missed during the coding phase of the project and they were instructed to alert their supervisors to such errors. In addition, special tabs were used in the data-entry format so that lines which were either too short or too long could be spotted easily on the video-display screen.

As the data file for each institution was completed, the special data-editing procedures were implemented. First, using a computer program written for this purpose, the entries for each respondent were checked to make certain that they contained the correct number of records; that is, to ensure that the data were complete in each case. Any errors located in this process were then corrected. Second, the data were checked for out-of-range and inconsistent responses, again using a computer program written for this purpose. Out-of-range responses are those in which there is no response category for a particular question which corresponds to the code that has been entered. Inconsistent responses are those which appear to conflict with responses to certain other questions.

Out-of-range responses are relatively straightforward to identify and correct. Apparently inconsistent responses, however, are not always so obvious and may not represent errors as such. For example, a respondent may follow an unexpected skip pattern in the questionnaire or a series of chronological dates may not be in the expected order. In both these cases what may at first appear to be a coding error may turn out on closer inspection to be one or more questions which do not relate very well to the circumstances of a particular respondent's life. For example, in the present survey, a number of apparently inconsistent responses were located in Section C of the questionnaire. Several respondents indicated that they either once had had or currently have jobs but failed to complete the sequence of questions Q17 to Q22 which relate to the job-search procedures they used in obtaining them. Most of these respondents were either extension graduates who had never left their jobs during the period of their postsecondary training or persons, such as placement graduates or employees of family firms, who had never had to search for a job. Both of these groups did not feel that the job-search questions pertained to them and did not answer them. In "inconsistencies" of this kind, it is best not to "correct" the data but rather to document their occurrence in the coding manual or elsewhere. Inconsistencies which were the result of coding errors, however, were corrected. In general, the low incidence of inconsistencies which were not the consequence of coding errors, coupled with the low incidence of non-response to particular questions, suggests that respondents seldom encountered real difficulties in completing the questionnaire.

After the data had been edited using the procedures outlined above, a set of frequencies was produced to verify that the necessary corrections actually had been made. A fully documented SPSS (Statistical Package for the Social Sciences) system file was then set up, and the data were merged to form a single dataset of respondents from all seventeen institutions. No further analyses were conducted using the separate files from the individual institutions.

The analysis of the dataset itself took place in two stages. First, all cross-tabulations requested by the ministry were run on a small random sample rather than on the full complement of respondents. This was done in order to test the particular computer programs used, as well as to provide the contractor and the ministry with a cost-effective, first look at the results. Since the sample was random, the results were meaningful in themselves; since the sample was small, the computer runs were not expensive. This permitted the contractor and the ministry to decide whether the analyses which had been first envisioned were the most useful ones to carry out in the end. Also, the data-weighting factor was extensively tested on the sample before it was attached to the full dataset. Second, the cross-tabulations which had been decided upon were then run on the full dataset, and the dataset itself, with the SPSS system file documentation, and copies of the final report were sent to the ministry on a computer tape. On a cost-recovery basis, each participating institution was offered a package containing its own data tape, the SPSS file documentation, and the coding manual.

2 Profile of the 1982 Spring Graduates

The following five chapters present some basic findings from the 1982 Ontario Graduate Employment Survey. This chapter provides a profile of the respondents in terms of selected demographic and social-background characteristics, aspects of their educational experiences, and features of their early career paths. Chapter 3 presents some analyses of certain relationships between these demographic, social-background, and educational factors, on the one hand, and subsequent educational and early career choices and achievements, on the other. Chapter 4 shows how demography, social background, and aspects of the respondents' training and credentials operated in combination to shape and condition their early career trajectories. Chapter 5 analyses the processes by which the respondents sought employment. Finally, Chapter 6 examines the relationships between the respondents' educational experiences and the educational requirements of their jobs. Considered together, these chapters provide an overview of Ontario's university-level system of postsecondary education--how it recruits, trains, and certifies, and how it articulates with labour markets. Considered along with information from other sources, including the 1979 survey, the data give a glimpse of certain short-run changes in that system.

2.1 Gender

Approximately the same number of men and women are graduating from university-level institutions in Ontario. A small majority (52.3 per cent) of the respondents in the 1982 survey were female, as Table 2.1 shows. By contrast, a small majority (50.2 per cent) of the respondents in the 1979 survey were male. It is not clear that any trend is indicated in these figures.

TABLE 2.1

1982 Graduates by Gender

	Percentage[a]
Male	47.7
Female	52.3
Total	100.0
Weighted N	33462

a. Percentages may sum to other than 100.0 due to rounding.

2.2 Age

Canadians who undertake university-level education typically do so as a direct continuation of their secondary-school training. This means that the bulk of Canadians who continue their studies at the university level begin in their late teenage years and finish in their early twenties. In the 1982 survey, approximately 66 per cent of the respondents fell into this category. This percentage is virtually identical to that which emerged from the analysis of the corresponding figures for the 1979 respondents.

TABLE 2.2

1982 Graduates by Age

Age	Percentage[a]
15 - 19	-[b]
20 - 24	64.6
25 - 29	20.6
30 - 34	6.6
35 - 39	4.0
40 - 44	2.1
45 - 49	1.1
50 - 54	0.5
55 - 59	0.5
60+	0.1
Total	100.0
Weighted N	33470

a. Percentages may sum to other than 100.0 due to rounding.

b. Less than 0.01 per cent.

2.3 Parents' Education

The data indicate that 23.4 per cent of the respondents came from families in which neither parent completed secondary school, and that 30:5 per cent came from families in which at least one parent had completed a bachelor's degree or higher. Since this information was not sought in the 1979 survey, it is not possible to comment upon what changes might have occurred in this regard in the 1979-82 period.

TABLE 2.3.a

1982 Graduates by Highest Level of Educational Attainment of Father or Mother

Highest Level of Education of Father or Mother	Percentage[a]
No formal schooling (self-taught)	0.3
Some elementary schooling	5.5
Completed elementary schooling	5.4
Some secondary schooling	12.2
Secondary-school graduation certificate	15.6
Apprenticeship or journeyman	7.4
Non-university certificate or diploma	13.9
Some university experience	7.6
Bachelor's degree	16.6
Degree in medicine, dentistry, or other professional program	5.1
Master's degree	6.0
Earned doctorate	2.8
Other	1.7
Total	100.0
Weighted N	32478

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 2.3.b

Levels of Educational Attainment of 1982 Graduates' Mothers and Fathers and Ontario Females and Males 45-64 Years of Age

Level of Educational Attainment	Percentage[a] Graduates' Mothers	Ontario[b] Women 45-64	Graduates' Fathers	Ontario[b] Men 45-64
Less than secondary school completion	36.9	58.9	34.8	61.0
Secondary-school graduation certificate	25.0	11.3	12.5	6.9
Other	24.5	25.8	26.9	22.4
Bachelor's degree or higher	13.6	4.0	25.8	9.7
Total	100.0	100.0	100.0	100.0

a. Percentages may sum to other than 100.0 due to rounding.

b. Unpublished data, 1981 Census, Statistics Canada.

Comparing educational background of the parents of the graduates with Ontario men and women in the same general age category reveals that the parents of 1982 graduates are better educated on the average. For example, according to the 1981 Census, 64.4 per cent of Ontarians aged 45-64 had secondary-school graduation or lower and 6.8 per cent of this group had a bachelor's degree or higher. For the 1982 graduates, however, 39.0 per cent of their parents had secondary-school graduation or lower and 30.5 per cent had a bachelor's degree or higher. (In calculating this percentage the parent with the higher educational qualification was used.)

2.4 Level of Degree or Diploma

Table 2.4 shows the distributions of the 1982 respondents across levels of degree or diploma, where it can be seen that 79.1 per cent earned bachelor's degrees, 5.5 per cent earned professional degrees, and 9.3 per cent earned either master's or doctoral degrees. When compared with the corresponding data from the 1979 survey, these data give evidence of a recent change in the Ontario system of postsecondary, university-level education. First, there has been a shift towards four-year bachelor's degrees, along with movement away from three-year bachelor's degrees and master's degrees. Second, a slight increase in the representation of professional degrees can also be seen, as well as a small decrease in the representation of doctoral degrees.

TABLE 2.4

1982 Graduates by Level of Degree or Diploma

Level of Degree or Diploma	Percentage[a]
Diploma/Certificate	5.9
Bachelor's - three-year	25.0
Bachelor's - four-year (including four-year B.Ed.)	44.5
Bachelor of Education (one-year only)	9.6
First Professional (MD, DDS, LLB, LLL, OD, DVM, MD)	5.5
Master's	8.5
Ph.D.	0.8
Other[b]	0.2
Total	100.0
Weighted N	33523

a. Percentages may sum to other than 100.0 due to rounding.

b. Category "Other" includes those with graduate diplomas, professional engineers, and associates with the OCA.

2.5 Major Field of Study

The distribution of the 1982 respondents across (USIS) major fields of study is presented in Table 2.5 and shows that the largest number of respondents graduated from social sciences (23.6 per cent) while the fewest came from fine and applied arts (3.7 per cent). In general, a comparison of these data with those from 1979 shows only small changes. There has been, however, an increase of 3.7 per cent in the representation of spring graduates in commerce and business administration.

TABLE 2.5

1982 Graduates by USIS Major Field of Study

Major Field	Percentage[a]
Education, physical education, recreation and leisure	15.5
Fine and applied arts	3.7
Humanities	12.4
Social sciences	23.6
Commerce and business administration	13.9
Agricultural and biological sciences	7.2
Engineering and applied sciences	10.8
Health professions and occupations	6.3
Mathematics and physical sciences	6.6
Total	100.0
Weighted N	33483

a. Percentages may sum to other than 100.0 due to rounding.

2.6 Type of Program

The distribution of the 1982 spring graduates in terms of type of program is shown in Table 2.6, which indicates that 81.5 per cent completed their courses of study in regular programs, 4.2 per cent in co-operative programs, and the remainder in regular programs which required some kind of work experience or internship. These findings are virtually the same as for the 1979 graduates.

TABLE 2.6

1982 Graduates by Program

Program	Percentage[a]
Regular	81.5
Co-operative	4.2
Regular which required work experience and/or internship	14.3
Total	100.0
Weighted N	33119

a. Percentages may sum to other than 100.0 due to rounding.

2.7 Enrolment Status

Table 2.7 shows the distribution of the 1982 respondents in terms of their enrolment status. Some 82.5 per cent of the graduates in that year completed their program of study as full-time students only, 8.2 per cent did so either as part-time or extension students only, and the remainder combined full-time enrolment with either part-time or extension status. A comparison of these data with those for the 1979 graduates shows an increase in the relative representation of students in the full-time-only category from 80.9 to 82.5 per cent (+1.6 per cent).

TABLE 2.7

1982 Graduates by Enrolment Status, Spring 1983

Enrolment Status	Percentage[a]
Full time only	82.5
Part time/extension only	8.2
Both full time and part time/extension	9.1
Other	0.1
Total	100.0
Weighted N	33130

a. Percentages may sum to other than 100.0 due to rounding.

2.8 Employment Status

Table 2.8.a shows the distribution of the 1982 respondents across a set of categories of employment status at the time of the survey. These data indicate that the labour-force participation rate[2] of 1982 graduates in the spring of 1983 was 84.3 per cent. Calculating the number of unemployed as a percentage of the labour force yields an unemployment rate of 11.13 per cent in the spring of 1983. This compares with an unemployment rate for 1982 of 9.8 per cent for the total labour force in Ontario, a rate of 18.7 per cent for Ontarians aged 20-24,[3] and a rate for the months of March through June 1983 of 11.4 per cent for those Ontarians aged 15-24 with university degrees.[4]

The 1979 graduates had a labour-force-participation rate of 79.5 per cent in the spring of 1980 with 20.5 per cent not in the labour force. The unemployment rate was 5.8 per cent for graduates compared with 10.7 per cent for Ontarians aged 20-24.[5]

TABLE 2.8.a

1982 Graduates by Employment Status[a] and Gender, Spring 1983

Employment Status	Percentage[b] Gender Males	Females	Total
Employed on a full-time basis	74.21	69.04	71.54
Employed on a part-time basis	13.12	21.28	17.34
Not employed but waiting for a job to start or awaiting recall	3.58	2.97	3.27
Not employed but looking for employment	9.09	6.71	7.86
Total in labour force	100.00	100.00	100.00
Percentage of graduates in labour force	85.50	83.20	84.30
Percentage of graduates out of labour force	14.50	16.80	15.70
Unemployment rate as comparable to the unemployment rate shown in the Labor Force Survey	12.67	9.68	11.13[c]
Weighted N	15893	17468	33361

a. Calculations match the methodology used in the Labour Force Survey.

b. Percentages may sum to other than 100.00 due to rounding.

c. A previous publication indicated an unemployment rate of 11.2 per cent. This variation is due to the combined effects of rounding and use of "weighted" data for calculation.

In the spring of 1982, 84.3 per cent of 1982 graduates were in the labour force, with 15.7 per cent of graduates not in the labour force. Of those graduates not in the labour force, 84.7 per cent had returned to full-time studies.[6] Only 15.3 per cent were engaged in other activities (this includes some graduates engaged in part-time studies). At the time of the survey, 21.2 per cent of all 1982 graduates reported that they were full-time students. This calculation includes graduates who reported that they were both full-time students and in the labour force.

2.9 Occupation

Table 2.9.a presents the twenty-one most common occupations found among the 1982 graduates which, collectively, account for 51.7 per cent of all those currently employed. The most common occupation is that of accountants, auditors, and other financial officers, which represents 16.8 per cent of the employed graduates, followed, in turn, by elementary and kindergarten teachers (5.5 per cent) and computer programmers (4.0 per cent). Since occupation was not coded at this level of detail in the 1979 survey, no comparisons are possible between the present and the earlier survey using individual occupations.

In order to summarize information concerning the occupations of large numbers of people, it is necessary to group occupations together in a limited set of general categories. The occupational-classification scheme most widely used in Government of Canada publications, including the Census of Canada, is based on the division of occupations into the major groups of the Canadian Classification and Dictionary of Occupations (CCDO). Table 2.9.b shows the percentage distribution of the employed 1982 graduates across this set of categories, where it can be seen that their current occupations cluster in a relatively small number of them. In fact, 52.8 per cent are located in just three: teaching and related fields (20.8 per cent), natural sciences, engineering, and mathematics (16.4 per cent), and managerial, administrative, and related (15.6 per cent).

TABLE 2.9.a

Full- and Part-time-employed 1982 Graduates
in Each of the Twenty-one Most Common Current Occupations

CCDO	Title	Percentage
1171	Accountants, auditors, and other financial officers	6.8
1179	Occupations related to management and administration (n.e.c.)[a]	1.7
2143	Civil engineers	1.3
2144	Electrical engineers	1.9
2147	Mechanical engineers	1.7
2183	Computer programmers	4.0
2331	Social workers	1.5
2333	Occupations in welfare and community services	1.4
2343	Lawyers and notaries	3.2
2700	Supply teachers	2.5
2719	University teachers or research assistants	2.3
2730	Teachers, unspecified	3.2
2731	Elementary and kindergarten teachers	5.5
2733	Secondary teachers	2.8
2795	Teachers of exceptional students	1.4
3111	Physicians and surgeons	2.0
3131	Nurses, graduate (except supervisors)	2.6
3137	Physiotherapists, occupational and other therapists	1.3
4111	Secretaries and stenographers	1.8
5130	Supervisors: sales occupations, commodities	1.3
5135	Salesmen and salespersons, commodities (n.e.c.)[a]	1.5
Total		51.7

a. n.e.c. means "not elsewhere classified"

TABLE 2.9.b

Full- and Part-time-employed 1982 Graduates by Current Occupation, CCDO Major Groups

Major Group	Percentage[a]
Managerial, administrative, and related	15.6
Natural sciences, engineering, and mathematics	16.4
Social sciences and related	10.5
Religion	0.8
Teaching and related	20.8
Medicine and health	9.3
Artistic, literary, performing arts, and related	3.0
Sport and recreation	0.8
Clerical and related	10.2
Sales	6.6
Service	3.2
Farming, horticultural, and animal-husbandry	0.9
Fishing, hunting, trapping, and related	0.0
Forestry and logging	0.1
Mining and quarrying	0.0
Processing	0.2
Machining and related	0.1
Product fabricating, assembling, and repairing	0.4
Construction trades	0.4
Transport-equipment operating	0.2
Material-handling and related	0.1
Other crafts and equipment-operating	0.2
Not elsewhere classified	0.1
Total	100.0
Weighted N	24242

a. Percentages may sum to other than 100.0 due to rounding.

2.10 Industry

Occupation may be classified by specific industry (e.g., Chemical Industry) as opposed to the type of work (e.g., Chemical Engineering). In Canada a widely used scheme for classification is the Standard Industrial Classification (SIC), and within it specific industries are grouped into major divisions. The 1982 respondents are more likely to be employed in certain major divisions, just as they tend to be concentrated in a relatively small number of broad occupational categories. Table 2.10 presents the distribution of the full- and part-time-employed 1982 graduates across the set of SIC divisions. As these data show, 24.7 per cent are found in the educational-service division, while 71.9 per cent are located in one or another of the five largest SIC divisions: manufacturing, business service, government service, educational service, and health and social service.

Another way to treat industries is simply to distinguish between those which are part of the private sector and those which belong to the public sector, in which the latter includes not only public administration but also the full range of government-sponsored educational, health, and other services, along with crown corporations. When this classification is made, 48.7 per cent of the 1982 graduates were found to be employed in the public sector at the time of the survey, and the remaining 51.3 per cent in the private sector.

2.11 Earnings

Table 2.11 shows the percentage and cumulative distributions of the annual incomes which the full- and part-time graduates of 1982 earned in their current jobs. Thus, some 16.8 per cent earned less than $10 000 per year, while some 11.4 per cent earned $30 000 or more. The overall average was $19 980 (see Chapter 3 for an analysis of full-time earnings). Due to the inflation of the Canadian dollar, coupled with the differences between the 1979 and 1982 graduates in the percentage employed full time, no simple comparisons can be made between the two surveys in terms of the relative earning power of graduates.

TABLE 2.10

Full- and Part-time-employed 1982 Graduates by Industry of Current Occupation, SIC Divisions

Industry	Percentage[a]
Agriculture and related service	1.2
Fishing and trapping	0.0
Logging and forestry	0.0
Mining, including milling, quarrying, and oil wells	1.5
Manufacturing	11.0
Construction	1.0
Transportation and storage	0.7
Communication and other utilities	3.6
Wholesale trade	1.3
Retail trade	4.9
Finance and insurance	5.6
Real-estate operator and insurance agent	0.5
Business service	12.8
Government service	11.2
Educational service	24.7
Health and social service	12.2
Accommodation, food, and beverage	2.0
Other service	4.7
Self-employed	0.9
Total	100.0
Weighted N	24164

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 2.11

Full- and Part-time-employed 1982 Graduates by Level of Annual Income from Current Job

Income	Percentage	Cumulative Percentage[a]
Less than $10 000	16.8	16.8
$10 000 to $11 999	5.2	22.0
$12 000 to $13 999	6.1	28.1
$14 000 to $15 999	7.8	35.8
$16 000 to $17 999	8.1	43.9
$18 000 to $19 999	9.0	53.0
$20 000 to $21 999	9.0	62.0
$22 000 to $23 999	9.9	71.9
$24 000 to $25 999	8.4	80.3
$26 000 to $27 999	5.3	85.5
$28 000 to $29 999	3.1	88.7
$30 000 to $34 999	5.1	93.8
$35 000 to $39 999	2.9	96.6
$40 000 or more	3.4	100.0
Total	100.0	
Weighted N	22291	

[a] Percentages may sum to other than 100.0 due to rounding.

2.12 Migration

As the data in Table 2.12 indicate, 89.0 per cent of the employed 1982 graduates had jobs in Ontario at the time of the survey; 10.6 per cent were in other Canadian provinces; 0.4 per cent had relocated to the United States; and 0.2 per cent had moved to other parts of the world.

TABLE 2.12

Full- and Part-time-employed 1982 Graduates
by Location of Current Job

Location	Percentage[a]
Atlantic Provinces	1.1
Quebec	2.3
Ontario	89.0
Manitoba, Saskatchewan	1.4
Alberta	4.3
British Columbia, Yukon, Northwest Territories	1.5
United States	0.4
Other	0.2
Total	100.0
Weighted N	23525

a. Percentages may sum to other than 100.0 due to rounding.

Summary and Conclusions

Chapter 2 provides a profile of the respondents in terms of selected demographic and social-background characteristics, aspects of their educational experiences, and features of their early career paths. Findings indicate that, first, approximately equal numbers of men and women graduate from university-level institutions in Ontario. Second, the parents of university-level graduates are better educated on the average than are Ontario adults aged 45-64. Third, 84.3 per cent of 1982 graduates were in the labour force in the spring of 1983. Fourth, the unemployment rate among the 1982 graduates in the spring of 1983 was 11.3 per cent. Fifth, 21.2 per cent of 1982 spring graduates continued their education as full-time students. Sixth, more than 50 per cent of employed 1982 graduates are employed in just twenty-one occupations.

Considering the short period of time encompassed by these two surveys of university-level graduates in Ontario, it should not be surprising that the experiences of the 1982 respondents largely mirror those of their counterparts in 1979. Even so, some short-run changes can be seen, including a shift towards four-year bachelor's and first professional degrees and an increase in the relative representation of business and commerce graduates.

3 Some Social and Economic Factors in the Educational and Early Career Decisions of the 1982 Spring Graduates

In the previous chapter, we saw how the 1982 Ontario spring graduates differed from one another in terms of a selected set of demographic and social-background attributes, academic experiences, and aspects of their early careers. In the present chapter, we examine the extent to which certain educational and early career decisions are related to the facts of demography, origins, and academic choices.

3.1 Level of Degree or Diploma

In the present section, we examine the graduate's gender and social background in relation to the educational level attained.

3.1.1 Gender

The data in Table 3.1.1 show certain differences by gender in the level of qualification obtained. Specifically, proportionately more women are holders of three-year bachelor's degrees and one-year Bachelor of Education degrees, while proportionately more men are the recipients of diplomas, four-year bachelor's, first professional, master's, and doctoral degrees.

TABLE 3.1.1

1982 Graduates by Level of Degree or Diploma and Gender

Level of Degree or Diploma	Males	Percentage[a] Females	Total
Diploma	6.9	5.0	5.9
Bachelor's - three-year	20.9	28.6	25.0
Bachelor's - four-year (including four-year B.Ed.)	47.8	41.5	44.5
Bachelor of Education (one-year only)	5.1	13.8	9.6
First Professional (MD, DDS, LLB, LLL, OD, DVM, MDiv)	7.7	3.6	5.5
Master's	10.3	6.9	8.5
Ph.D.	1.2	0.4	0.8
Other[b]	0.3	0.2	0.2
Total	100.0	100.0	100.0
Weighted N	15894	17474	33523

a. Percentages may sum to other than 100.0 due to rounding.

b. Category "Other" includes those with graduate diplomas, professional engineers, and associates with OCA.

3.1.2 Parents' Education

Do university graduates with relatively well-educated parents differ from those with relatively poorly educated parents in terms of the levels of degrees they attain? Analysis of the relationships between mother's, father's, and combined mother's and father's educational level, on the one hand, and respondent's level of diploma or degree, on the other, failed to turn up any evidence that the latter was related in any consistent way to the former. For example, as the data in Table 3.1.2 illustrate, approximately 25 per cent of all respondents graduated in 1982 with three-year bachelor's degrees; and this percentage did not vary consistently across categories of combined mothers' and fathers' educational levels.

TABLE 3.1.2

1982 Graduates by Level of Degree or Diploma and Highest Level of Educational Attainment of Mother or Father[a]

Graduate's Level of Degree or Diploma	Percentage[a]					
	Highest Level of Educational Attainment of Mother or Father					
	No Formal Schooling (self-taught)	Some Elementary Schooling	Completed Elementary Schooling	Some Secondary Schooling	Secondary-School Graduation	Apprenticeship or Journeyman
Diploma	5.0	9.0	8.1	6.9	5.7	8.7
Bachelor's - three-year	35.4	27.5	26.3	27.9	25.1	24.8
Bachelor's - four-year	50.1	40.5	41.0	41.0	43.4	44.2
B.Ed. (one-year only)	1.7	9.8	11.8	10.5	10.9	9.9
First Professional	1.6	5.0	3.8	4.7	4.8	3.8
Master's	4.6	7.2	7.7	8.1	9.1	7.9
Ph.D.	1.6	0.9	1.1	1.0	0.7	0.5
Other	-	0.1	0.1	-	0.2	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	110	1799	1745	3963	5075	2416

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 3.1.2 (Continued)

	Percentage[a]							
	Highest Level of Educational Attainment of Mother or Father							
Graduate's Level of Degree or Diploma	Non-university Certificate or Diploma	Some University Experience	Bachelor's Degree(s)	Degree in Medicine, Dentistry, or Other Professional Program	Master's Degree(s)	Earned Doctorate	Other	Total
Diploma	5.6	4.7	4.3	3.6	3.9	5.6	7.3	5.8
Bachelor's-three-year	25.7	24.8	22.3	23.7	23.4	17.9	27.2	24.9
Bachelor's-four-year	47.0	45.1	48.4	43.6	46.7	49.0	40.4	44.7
B.Ed. (one-year only)	10.1	8.8	8.3	8.7	7.5	7.2	10.0	9.6
First Professional	4.0	6.1	6.9	10.6	7.5	6.5	6.3	5.5
Master's	7.0	9.4	8.9	9.7	9.2	11.1	8.1	8.5
Ph.D.	0.6	0.6	0.8	0.2	0.7	2.3	0.6	0.8
Other	0.2	0.4	0.3	-	1.0	0.4	-	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	4505	2463	5394	1654	1945	898	559	32527

[a] Percentages may sum to other than 100.0 due to rounding.

3.2 Major Fields of Study

What are some of the factors which are related to people's decisions to specialize in particular fields of study? The present section focuses on some possible demographic and social-background influences on people's decisions to pursue particular fields of study.

3.2.1 Gender

If the male and female spring graduates of 1982 differ in the levels of their degrees, they also differ in their major fields of study, as can be seen in Table 3.2.1. In particular, proportionately more men graduated in the fields of commerce and business administration, engineering and applied sciences, and mathematics and physical sciences, and proportionately more women in the fields of education, physical education, recreation and leisure, fine and applied arts, humanities, social sciences, and health professions and occupations. There is little difference in the relative representation of the sexes in the field of agricultural and biological sciences.

The pattern of male-female differences in major fields of study which is revealed in the data for the 1982 respondents is very similar to that which was found for the 1979 respondents, although some small changes have occurred in the interim. First, there has been a slight decrease (4 per cent) in the representation of men in the category education, physical education, recreation and leisure. Second, there has been a slight increase (4 per cent) in the representation of women in the field of commerce and business administration.

TABLE 3.2.1

1982 Graduates by USIS Major Field of Study and Gender

Major Field of Study	Males	Percentage[a] Females	Total
Education, physical education, recreation and leisure	9.4	21.2	15.5
Fine and applied arts	2.4	4.9	3.7
Humanities	8.5	16.0	12.4
Social sciences	21.2	25.8	23.6
Commerce and business administration	18.0	10.1	13.9
Agricultural and biological sciences	6.8	7.5	7.2
Engineering and applied sciences	20.2	2.2	10.8
Health professions and occupations	4.3	8.2	6.3
Mathematics and physical sciences	9.2	4.2	6.6
Total	100.0	100.0	100.0
Weighted N	15886	17433	33483

a. Percentages may sum to other than 100.0 due to rounding.

3.2.2 Parents' Education

Just as parents' education was not found to be consistently related to the level of diploma or degree earned among the graduates of 1982, neither was it found to be related significantly to major field of study, as shown in Table 3.2.2. In fact, parents' education appeared to be largely unrelated to any significant aspect of the academic choices or early career decisions of the class of 1982. Consequently, no further results involving this variable will be reported.

TABLE 3.2.2

1982 Graduates by Major Field of Study and Highest Level of Educational Attainment of Mother or Father

	Percentage[a]					
	Parents' Education					
Major Field of Study	No Formal Schooling (self-taught)	Some Elementary Schooling	Completed Elementary Schooling	Some Secondary Schooling	Secondary School-Graduation Certificate	Apprenticeship or Journeyman
Education, physical education, recreation and leisure	10.0	15.7	18.6	16.9	17.5	16.8
Fine and applied arts	0.0	1.4	3.5	2.9	3.4	3.7
Humanities and related	4.6	11.6	12.9	13.2	11.1	12.8
Social Sciences and related	40.9[b]	25.7	23.8	24.0	24.1	20.5
Commerce and business administration	14.1	16.0	12.8	13.8	16.0	12.6
Agricultural and biological sciences	3.3	3.8	5.6	6.3	7.4	6.4
Engineering and applied sciences	14.5	12.8	11.4	10.3	9.0	14.2
Health professions and occupations	3.2	5.4	5.8	5.0	5.5	6.8
Mathematics and physical sciences	9.5	7.7	5.6	7.6	5.9	6.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	110	1790	1743	3958	5065	2414

---

a. Percentages may sum to other than 100.0 due to rounding.

b. Although 40.9 per cent in the "social sciences and related" field is a particularly large percentage relative to the average, the number of respondents who had parents with no formal education is very low.

TABLE 3.2.2 (Continued)
1982 Graduates by Major Field of Study and Highest Level of Educational Attainment of Mother or Father

Percentage[a]

Parents' Education

Major Field of Study	Non-university Certificate or Diploma	Some University Experience	Bachelor's Degree(s)	Degree in Med., Dentistry, or Other Prof. Program	Master's Degree(s)	Earned Doctorate	Other	Total
Education, physical education, recreation and leisure	15.4	15.7	13.3	13.9	12.6	11.6	16.3	15.5
Fine and applied arts	3.8	5.1	3.7	3.8	4.2	5.6	6.2	3.7
Humanities and related	13.4	13.0	11.8	11.3	13.1	14.6	15.6	12.5
Social sciences and related	23.8	24.2	22.8	25.7	25.1	18.6	23.9	23.7
Commerce and business administration	11.2	14.1	14.9	14.7	13.7	8.1	12.6	13.8
Agricultural and biological sciences	8.8	7.4	7.9	8.0	6.9	10.2	7.8	7.2
Engineering and applied sciences	9.4	9.7	12.2	7.4	11.5	13.0	7.5	10.7
Health professions and occupations	7.6	6.3	6.6	9.9	6.5	6.3	6.4	6.4
Mathematics and physical sciences	6.6	4.5	6.7	5.4	6.4	12.0	3.5	6.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	4503	2456	5390	1654	1944	896	556	32480

---

a. Percentages may sum to other than 100.0 due to rounding.

3.3 Employment Status

As we saw in Chapter 2, graduates from Ontario's university-level educational system typically pursue one of two courses upon receipt of their degrees: they either move into the labour force or continue their studies.

3.3.1 Gender

As the data in Table 3.3.1 show, approximately equal proportions of male and female spring graduates were in the labour force at the time of the survey, although proportionately more men were employed full time and more women part time. Furthermore, proportionately more men than women were not employed and looking for employment while a slightly higher proportion of women than men were not employed and not looking for employment. When the number of men and women who are unemployed is expressed as a percentage of the labour force, the unemployment rate for women (9.3 per cent) was considerably lower than that for men (12.7 per cent). Equal proportions of men and women indicated they were full-time students at the time of the survey (21.2 per cent).

TABLE 3.3.1

1982 Graduates by Employment Status[a] and Gender

Employment Status	Percentage[b]		
	Males	Females	Total
Employed on a full-time basis	61.8	56.3	58.9
Employed on a part-time basis	5.7	12.2	9.1
Not employed but waiting for a job to start or awaiting recall	2.0	1.4	1.7
Not employed and looking for employment	7.8	5.6	6.6
Not employed and not looking for employment	1.4	3.4	2.4
Full-time student	21.2	21.2	21.2
Total	100.0	100.0	100.0
Weighted N	15741	17247	32988

a. Calculations do not match the methodology used in the Labour Force Survey.

b. Percentages may sum to other than 100.0 due to rounding.

3.3.2 Level of Degree or Diploma

Across degree levels, it is indicated by the data in Table 3.3.2. that the more educated a person is, the more likely he or she is to be in the labour force and employed in a full-time job, and the less likely he or she is to be unemployed. Holders of one-year Bachelor of Education, first professional, master's, and doctoral degrees have higher rates of labour-force participation and lower rates of unemployment than do holders of three- or four-year bachelor's degrees or diplomas (see Table 3.3.3.a).

While 58.9 per cent of the 1982 graduates were employed full time at the time of the survey, this figure conceals a good deal of variation across levels of diploma or degree. In particular, holders of first professional, master's, and doctoral degrees are much more likely than the other graduates to be employed full time, and holders of three-year bachelor's degrees are the least likely to have full-time jobs. As for part-time employment, the degree level which stands out is that of the one-year Bachelor of Education. Among holders of the one-year Bachelor of Education degree, 26.2 per cent were employed part time in the spring following receipt of the degree. Finally, there is considerable variation in the category of full-time student. Some 30.7 per cent of the recipients of three-year bachelor's degrees and 25.4 per cent of the recipients of four-year bachelor's degrees were enrolled as full-time students in the year after graduation, followed at some distance by holders of diplomas (13.6), master's (9.9), first professional (4.2), one-year Bachelor of Education (3.7), and doctoral degrees (2.8).

TABLE 3.3.2

1982 Graduates by Level of Degree or Diploma and Employment Status

	Percentage[b]								
	Level of Degree or Diploma								
Employment Status	Diploma	3-year Bachelor's	4-year Bachelor's	1-year B.Ed.	First Professional	Master's	Ph.D.	Other	Total
Employed on a full-time basis	63.6	45.7	56.8	64.2	88.6	78.4	79.2	62.5	58.9
Employed on a part-time basis	10.3	9.1	6.9	26.2	3.3	4.2	11.1	2.6	9.1
Not employed but waiting for a job to start or awaiting recall	2.7	2.1	1.8	0.6	1.4	0.7	2.0	7.1	1.7
Not employed and looking for employment	7.6	7.6	7.5	4.3	1.1	4.9	4.2	12.9	6.6
Not employed and not looking for employment	2.2	4.8	1.7	1.0	1.3	1.8	0.7	4.7	2.4
Full-time student	13.6	30.7	25.4	3.7	4.2	9.9	2.8	10.1	21.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1942	8217	14715	3194	1834	2814	251	76	33043

a. Calculations do not match the methodology used in the Labour Force Survey.

b. Percentages may sum to other than 100.0 due to rounding.

TABLE 3.3.2.a

Labour-Force Participation and Unemployment Rates of 1982 Spring Graduates by Level of Degree or Diploma, Spring 1983[a]

Level of Degree or Diploma	Labour-Force-Percentage Participation Rate	Unemployment Rate
Diploma	84.2	12.2
Bachelor's - three-year	64.5	15.0
Bachelor's - four-year	73.0	12.8
Bachelor of Education (one-year only)	95.3	5.1
First Professional	94.4	2.6
Master's	88.2	6.3
Ph.D.	96.5	6.4
Other	85.1	23.4
Total	84.3	11.1[b]
Weighted N = 33043		

a. Calculations match the methodology used in the Labour Force Survey.

b. Revised rate.

3.3.3 Major Field of Study

Rates of labour-force participation and unemployment vary across major fields of study, as the data in Table 3.3.3 show. Graduates in health professions and occupations, commerce and business administration, and education, physical education, recreation and leisure have higher rates of labour-force participation and lower rates of unemployment than do graduates in other fields of study (see Table 3.3.3.a).

As the data show, graduates in health professions and occupations and commerce and business administration stand above the graduates in other fields in terms of the percentage who are full-time employed, while those in agricultural and biological sciences, humanities, and fine and applied arts stand below the rest. As for part-time employment, graduates in the fields of education, physical education, recreation and leisure and fine and applied arts are distinguished from the others in terms of the percentage who are part-time employed. Finally, in the full-time student category, graduates in agricultural and biological sciences, humanities, and social sciences have higher than average representation, while those in health professions and commerce and business administration have lower than average representation.

Compared with 1979 data, the field which experienced the largest relative increase in unemployment was engineering and applied sciences. The 1982 respondents in education, physical education, recreation and leisure and social sciences fared better, relative to those in other fields, than did their 1979 counterparts.

TABLE 3.3.3

Labour-Force Participation and Unemployment Rates of
1982 Spring Graduates by USIS Major Field of Study, Spring 1983[a]

USIS Major Field of Study	Labour-Force-Percentage Participation Rate	Percentage Unemployment Rate
Education, physical education, recreation and leisure	86.1	6.0
Fine and applied arts	70.4	17.2
Humanities	61.9	13.6
Social sciences	69.6	12.5
Commerce and business administration	89.3	9.5
Agricultural and Biological Sciences	60.4	15.3
Engineering and applied sciences	81.2	15.5
Health professions and occupations	92.4	2.2
Mathematics and physical sciences	76.2	12.5
Total	84.3	11.1[b]

Weighted N = 33000

---

a. Calculations match the methodology used in the Labour Force Survey.

b. Revised rate.

TABLE 3.3.3.a

1982 Graduates by Major Field of Study and Employment Status[a]

Employment Status	Percentage[b] USIS Major Field of Study Educ. et al.	Fine & Applied Arts	Humanities	Social Sciences	Comm. & Business Administration	Agri. & Biological Sciences	Eng. & Applied Sciences	Health	Math. & Phys. Sciences	Total
Employed on a full-time basis	59.9	39.4	42.7	52.7	76.3	44.8	65.2	86.3	63.3	59.0
Employed on a part-time basis	21.0	18.9	10.8	8.2	4.5	6.4	3.4	4.1	3.4	9.1
Not employed but waiting for a job to start or awaiting recall	0.9	2.7	1.8	1.8	1.3	2.1	2.7	0.7	1.9	1.7
Not employed but looking for employment	4.3	9.4	6.6	6.9	7.2	7.1	9.9	1.3	7.6	6.6
Not employed and not looking for employment	1.5	4.8	5.4	2.9	1.3	3.1	1.1	0.9	1.4	2.4
Full-time student	12.4	24.9	32.8	27.6	9.4	36.6	17.6	6.7	22.4	21.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	5143	1177	4097	7808	4591	2363	3560	2084	2175	33000

---

a. Calculations do not match the methodology used in the Labour Force Survey.

b. Percentages may sum to other than 100.0 due to rounding.

3.4 Occupation

For most people, formal education is a means of entry to an occupation. It should prove informative, then, to analyse the kinds of occupations the 1982 graduates had in the spring of 1983.

3.4.1 Gender

Table 3.4.1.a shows the percentages of full-time-employed men and women from the class of 1982 in each of the twenty-one most common current occupations. These data reveal a pattern in which men tend to be concentrated in certain occupations and women in others. In the list of the twenty-one most common current occupations of the graduates, there is one occupation--secondary-school teacher--in which men and women are approximately equally represented. This is followed in turn, and at some distance, by occupations related to management and administration (n.e.c.), physicians and surgeons, financial-management occupations, and computer programmers.

The data in Table 3.4.1.b show the distributions of full-time-employed males and females by current occupation, using the CCDO major groups as categories. The data indicate that there are some clear differences between the male and female occupational distributions which can also be seen at the level of occupational categories. The largest of these is for natural sciences, engineering, and mathematics (28.9 versus 9.2 per cent), where there are more men; the second largest is for teaching and related fields (10.0 versus 23.8 per cent), where there are more women.

TABLE 3.4.1.a

1982 Graduates by the Twenty-one Most Common Current Occupations and Gender, Full-time Employed

CCDO	Title	Percentage Male	Female	Total
1119	Officials and administrators unique to government (n.e.c.)[a]	0.7	1.6	1.2
1135	Financial-management occupations	1.7	1.1	1.4
1171	Accountants, auditors, and other financial officers	10.6	5.5	8.1
1179	Occupations related to management and administration (n.e.c.)[a]	1.6	2.3	1.9
2135	Life-sciences technologists and technicians	0.7	1.5	1.1
2142	Chemical engineers	1.9	0.5	1.2
2143	Civil engineers	2.8	0.3	1.6
2144	Electrical engineers	4.4	0.3	2.3
2147	Mechanical engineers	3.8	0.2	2.0
2165	Architectural and engineering technologists and technicians	2.1	0.2	1.2
2183	Computer programmers	5.9	3.7	4.8
2331	Social workers	0.9	2.6	1.7
2333	Occupations in welfare and community services	0.7	1.8	1.3
2343	Lawyers and notaries	5.0	2.4	3.7
2731	Elementary and kindergarten teachers	1.8	9.9	5.9
2733	Secondary-school teachers	2.4	3.1	2.8
2795	Teachers of exceptional students (n.e.c.)[a]	0.7	2.2	1.5
3111	Physicians and surgeons	2.9	2.0	2.4
3131	Nurses	0.1	5.4	2.7
3137	Physiotherapists, occupational and other therapists	0.3	2.7	1.5
Sub-total		51.0	49.3	50.3
Other occupations		49.0	50.7	49.7
Total		100.0	100.0	100.0
Weighted N		9913	9814	19788

---

a. n.e.c. means "not elsewhere classified"

TABLE 3.4.1.b
1982 Graduates by Current Occupation, CCDO Major Groups, Full-time Employed

Major Group	Males	Percentage[a] Females	Total
Managerial, administrative, and related	22.1	14.8	18.4
Natural sciences, engineering, and mathematics	28.9	9.2	19.1
Social sciences and related fields	10.1	12.1	11.1
Religion	1.3	0.4	0.9
Teaching and related fields	10.0	23.8	16.9
Medicine and health	6.8	14.1	10.4
Artistic, literary, performing arts, and related	2.0	3.4	2.7
Sport and recreation	0.3	0.6	0.4
Clerical and related	4.2	14.2	9.2
Sales	7.9	4.4	6.1
Service	2.5	2.2	2.3
Farming, horticultural, and animal-husbandry	1.5	0.3	0.9
Fishing, hunting, trapping, and related	0.0	0.0	0.0
Forestry and logging	0.1	0.0	0.0
Mining and quarrying	0.0	0.0	0.0
Processing	0.4	0.0	0.2
Machining and related	0.2	0.0	0.1
Product fabricating, assembling, and repairing	0.5	0.1	0.3
Construction trades	0.7	0.1	0.4
Transport-equipment operating	0.2	0.1	0.2
Material-handling and related	0.2	0.0	0.1
Other crafts and equipment-operating	0.3	0.1	0.2
Not elsewhere classified	0.1	0.0	0.1
Total[b]	100.0	100.0	100.0
Weighted N	9915	9874	19790

---

a. Percentages may sum to other than 100.0 due to rounding.

b. This list pertains to all full-time-employed graduates.

3.4.2 Level of Degree or Diploma

Although there is considerable overlap, holders of different levels of degrees or diplomas often compete in quite different markets for jobs, as Table 3.4.2 shows. Holders of three-year bachelor's degrees tend to be relatively unspecialized, although 23.3 per cent were employed in a clerical occupation at the time of the survey. Holders of four-year bachelor's degrees were concentrated in a relatively smaller number of occupational categories, with 53.8 per cent in the categories of managerial, administrative, and related and natural sciences, engineering, and mathematics. More concentrated than any others were holders of one-year Bachelor of Education degrees, 90.8 per cent of whom were in the category of teaching and related occupations. Holders of first professional degrees were concentrated almost entirely in the categories of social sciences and related fields, and medicine and health. Those persons who had earned master's degrees were also fairly highly concentrated, with 37.4 per cent in the managerial, administrative, and related category, and 37.3 per cent in either social sciences or teaching. Some 39.9 per cent of those with doctoral degrees were in the category of teaching and related, with the remainder distributed across the categories of managerial, administrative, and related; natural sciences, engineering, and mathematics; and social sciences and related. Finally, while diplomas or certificates are often directed towards specific occupations, graduates in natural sciences, engineering, and mathematics tended to be distributed across several major groups.

TABLE 3.4.2

1982 Graduates Employed Full Time by CCDO Major Group Occupations and Level of Degree or Diploma

Major Group (CCDO)	Percentage[a] Level of Degree or Dipolma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B.Ed. 1-year	First Professional	Master's	Ph.D.	Other	Total
Managerial, administrative, and related occupations	13.5	18.3	21.9	1.9	0.6	37.4	14.1	14.8	18.5
Occupations in natural sciences, engineering, and mathematics	22.3	9.7	31.9	0.4	0.1	14.7	22.2	57.3	19.1
Occupations in social sciences and related fields	6.0	6.3	7.4	2.2	42.1	20.6	19.3	11.3	11.1
Occupations in religion	0.1	1.0	0.1	-	6.8	0.8	2.0	-	0.9
Teaching and related occupations	9.3	13.9	3.9	90.8	0.5	16.7	39.9	4.0	16.8
Occupations in medicine and health	2.9	2.9	12.2	0.3	49.3	2.1	0.9	7.2	10.4
Artistic, literary, performing arts, and related occupations	7.5	3.1	3.1	0.2	-	2.1	0.9	-	2.7
Occupations in sport and recreation	-	0.4	0.7	0.2	-	0.3	-	-	0.4
Clerical and related occupations	14.5	23.3	8.0	1.8	0.2	0.9	0.9	-	9.2
Sales occupations	10.5	11.7	6.2	1.1	0.1	3.8	-	-	6.1
Service occupations	3.3	5.2	2.2	1.0	-	0.4	-	3.3	2.3
Assembly/construction/oper.and farm.	10.0	4.4	2.4	0.3	0.2	0.2	-	2.1	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1224	3833	8569	2081	1647	2219	202	47	19823

---

[a] Percentages may sum to other than 100.0 due to rounding.

3.4.3 Major Field of Study

Table 3.4.3 presents the occupational distribution of the 1982 graduates within each USIS major field of study. In five of the fields (education, physical education, recreation and leisure; commerce and business administration; engineering and applied sciences; health professions and occupations; and mathematics and physical sciences), the majority of graduates are found in a single occupational category (e.g., 93.1 per cent of graduates in health professions and occupations have occupations in medicine and health). In four other fields, however, graduates are less highly concentrated occupationally. Fine and applied arts, humanities, social sciences, and agricultural and biological sciences graduates tend to be found in artistic, literary, or performing arts occupations, clerical occupations, social-science occupations, and occupations in natural science. The majority in each case is distributed across a number of other categories. For example, 22.9 per cent of the graduates in humanities reported having occupations of a clerical nature; 14.5 per cent reported occupations in the artistic, literary, or performing arts; 12.9 per cent were involved in teaching; 11.3 per cent were engaged in managerial or administrative work; and 10.9 per cent had occupations in the social sciences. For graduates in humanities, then, the five largest occupational categories account for less than 75 per cent of their numbers.

3.5 Industry

It is of interest to see how the 1982 graduates were distributed across industrial divisions in the spring of 1983. In each of the sub-sections below, this distribution is done in two distinct but related ways. First, industries are classified according to the Standard Industrial Classification codes of Statistics Canada. Second, they are grouped according to whether they belong to the public or the private sector.

3.5.1 Gender

Table 3.5.1.a shows the distributions of the men and women spring graduates across the set of SIC categories. The most notable difference

TABLE 3.4.3

1982 Graduates Employed Full Time by CCDO Major Group Occupations and USIS Major Fields of Study

Major Group (CCDO)	Percentage[a] USIS Major Field of Study									
	Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Bus.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Managerial, admin. & rel.	6.3	6.6	11.3	14.4	62.7	8.5	3.9	1.3	12.7	18.5
Occup. in nat. sci., eng. & math.	0.4	1.2	1.2	2.6	5.8	28.5	87.7	1.0	72.9	19.1
Occup. in soc. sci. & rel.	5.7	4.8	10.9	38.3	3.9	4.0	0.3	0.3	0.9	11.1
Occup. in religion	-	-	9.6	0.1	-	-	-	-	-	0.9
Teaching & rel. occup.	75.8	11.2	12.9	10.1	1.4	5.7	1.4	3.2	4.2	16.8
Occup. in med. & health	1.6	1.3	1.1	1.1	0.1	20.8	0.1	93.1	0.6	10.4
Artistic, lit., perf. arts & rel. occup.	0.5	35.9	14.5	0.9	0.7	0.7	0.1	0.3	0.1	2.7
Occup. in sport & recre.	1.9	0.4	0.2	0.2	0.2	0.1	-	0.1	-	0.4
Clerical & rel. occup.	2.8	15.2	22.9	17.8	10.3	5.9	0.8	0.3	3.5	9.2
Sales occupations	2.4	11.5	7.3	8.4	11.3	8.6	2.8	0.4	2.3	6.1
Service occupations	1.7	7.2	4.0	3.8	2.9	1.8	0.6	-	0.4	2.3
Assembly/const/oper. & farm.	0.7	4.7	4.1	2.2	0.9	15.2	2.6	-	2.3	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	3106	476	1791	4149	3581	1101	2375	1830	1398	19807

---

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 3.5.1.a

1982 Graduates by SIC Division and Gender, Full-time Employed

SIC Division	Percentage[a]		
	Male	Female	Total
Self-employed	0.9	0.3	0.6
Agricultural & related service industries	1.7	0.9	1.3
Fishing & trapping industries	-	-	-
Logging & forestry industries	0.1	-	-
Mining, quarrying & oil well industries	2.8	0.7	1.8
Manufacturing industries	18.9	6.9	12.9
Construction industries	1.5	0.4	0.9
Transportation & storage industries	1.0	0.6	0.8
Communication & other utility industries	5.8	2.4	4.1
Wholesale trade industries	1.8	0.8	1.3
Retail trade industries	3.1	4.6	3.8
Finance and insurance industries	6.4	6.3	6.3
Real-estate operator & insurance-agent industries	0.5	0.5	0.5
Business service industries	18.5	10.6	14.5
Government service industries[b]	11.6	11.8	11.7
Educational service industries	12.5	28.5	20.5
Health & social service industries	7.5	18.2	12.8
Accommodation, food & beverage service industries	1.3	1.9	1.6
Other service industries	4.1	4.5	4.3
Total	100.00	100.00	100.0
Weighted N	9883	9842	19725

---

a. Percentages may sum to other than 100.0 due to rounding.

b. Employees of Crown Corporations are distributed across the SIC divisions according to type of industry.

here between the sexes is that there are proportionately more men in manufacturing and business service industries and proportionately more women in educational service and health and social-service industries.

Table 3.5.1.b provides a breakdown of the 1982 respondents according to whether they were employed in the public or the private sector at the time of the survey. In this case, 36.2 per cent of the men and 59.0 per cent of the women were employed in the public sector.

TABLE 3.5.1.b

1982 Graduates by Industry and Gender, Full-time Employed

Industrial Sector	Male	Percentage[a] Female	Total
Public sector[b]	36.2	59.0	47.6
Private sector	63.8	41.0	52.4
Total	100.0	100.0	100.0
Weighted N	10009	9967	19977

a. Percentages may sum to other than 100.0 due to rounding.

b. See Section 2.10 for the definition of "public sector" used in the analysis of this survey.

3.5.2 Level of Degree or Diploma

Across the several degree or diploma levels, there is considerable variation in the extent to which the 1982 graduates were concentrated in a small number of industrial categories, as Table 3.5.2.a shows. Holders of one-year Bachelor of Education degrees were the most highly concentrated of all, with 90.3 per cent of them located in the educational-service industry. Disregarding the "other" category, the next highest level of industrial concentration was found among the holders of doctoral degrees, 44.6 per cent of whom were also located in educational service. Next in order of concentration were holders of first professional degrees, 40.8 per cent of whom were located in health and social service. By contrast, holders of master's degrees were distributed across several categories, the largest of which were educational service (26.9 per cent), government service (18.1 per cent), and manufacturing (14.7 per cent). Holders of four-year bachelor's degrees were likewise not very highly concentrated in industrial sectors, with 17.8 per cent in business service, 17.6 per cent in manufacturing, 13.7 per cent in health and social service, and 12.0 per cent in government service. Holders of three-year bachelor's degrees were also quite widely scattered, with 17.2 per cent in educational service, 14.1 per cent in government service, and 13.0 per cent in manufacturing. The same was true of diploma holders, of whom 16.1 per cent were in manufacturing, 13.1 per cent in government service, and 12.0 per cent in educational service.

A good deal of variation exists in the public versus private sector location of graduates with different degree levels, as can be seen from the data in Table 3.5.2.b. Holders of one-year Bachelor of Education, master's, and doctoral degrees were found almost exclusively in the public sector. Holders of diplomas, first professional degrees, and three- and four-year bachelor's degrees, however, were found predominantly in the private sector.

TABLE 3.5.2.a

1982 Graduates by Level of Degree or Diploma and SIC Division, Full-time Employed

SIC Division	Percentage[a] Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Profes-sional	Master's	Ph.D.	Other	Total
Self-employed	0.8	0.8	0.5	0.1	0.2	0.5	4.3	-	0.6
Agricultural & related serv. ind.	5.6	0.4	0.9	0.1	5.9	0.1	-	-	1.3
Fishing & trapping industries	-	0.1	-	-	-	-	-	-	-
Logging & forestry industries	-	0.1	0.1	-	-	-	-	-	-
Mining & quarrying & oil well ind.	0.5	0.4	3.3	0.1	-	1.4	5.0	3.7	1.8
Manufacturing industries	16.1	13.0	17.6	0.5	0.2	14.7	14.3	3.7	12.9
Construction industries	2.0	0.8	1.4	0.1	0.1	0.5	-	2.1	0.9
Trans. & storage industries	0.8	1.4	0.8	-	-	1.1	-	-	0.8
Communication & other utility ind.	4.7	4.4	5.6	0.2	0.1	4.5	2.4	-	4.1
Wholesale trade industries	3.7	2.1	1.4	0.2	-	0.6	-	-	1.3
Retail trade industries	6.5	7.3	4.2	0.8	0.1	1.2	-	-	3.8
Fin. and insurance industries	9.2	9.6	6.9	0.2	0.2	7.9	1.7	-	6.3
Real-estate oper. & ins.-agent ind.	0.7	1.2	0.4	0.2	-	0.4	-	-	0.5
Business service industry	9.5	9.8	17.8	0.4	37.9	9.1	3.2	60.7	14.6
Government service industry	13.1	14.1	12.0	2.8	5.7	18.1	15.8	11.5	11.7
Educ. service industry	12.0	17.2	7.8	90.3	1.6	26.9	44.6	7.9	20.5
Health & social serv. industry	7.6	7.7	13.7	3.1	40.8	9.3	13.3	7.2	12.8
Accomm., food & bev. serv. ind.	2.9	3.1	1.7	0.3	-	0.3	-	3.3	1.6
Other service industries	4.3	6.5	3.9	0.8	7.0	3.4	5.4	-	4.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1220	3819	8557	2066	1642	2204	202	47	19758

---

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 3.5.2.b

1982 Graduates by Level of Degree or Diploma and Industry, Full-time Employed

Percentage[a]

Industrial Sector	Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B.Ed. 1-year	First Professional	Master's	Ph.D.	Other	Total
Public sector[b]	36.1	42.1	39.2	93.5	36.3	58.9	76.2	22.7	47.6
Private sector	63.9	57.9	60.8	6.5	63.7	41.1	23.8	77.3	52.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1241	3906	8599	2101	1670	2244	204	47	20013

a. Percentages may sum to other than 100.0 due to rounding.

b. See Section 2.10 for the definition of "public sector" used in the analysis of this survey.

3.5.3 Major Field of Study

Graduates in some fields are quite highly concentrated in a small number of industrial divisions, while graduates in other fields are not. In addition, the particular divisions in which they are concentrated are often quite different. Table 3.5.3.a shows that the respondents in different USIS major fields of study were distributed across the set of SIC categories.

The field of study which is the most highly concentrated in terms of industry among the 1982 spring graduates was health professions and occupations, of whom 82.1 per cent were located in the health and social-service industries at the time of the survey. The next most highly concentrated field was education, physical education, recreation and leisure, of which 78.6 per cent of the graduates were employed in educational service. In each of the remaining fields, the most common industrial category accounted for only about 33 per cent or fewer of the graduates, ranging from the 36.2 per cent of the engineering and applied sciences graduates in manufacturing to the 15.6 per cent of the fine and applied arts graduates in educational service.

Examining the relationship between major field of study and industrial location in terms of the public and private sectors shows that some fields are quite highly concentrated in one sector or the other, as the data in Table 3.5.3.b indicate. Graduates in the field of education, physical education, recreation and leisure are very highly concentrated in the public sector, as are graduates in health professions and occupations. Graduates in commerce and business administration, fine and applied arts, mathematics and physical sciences, and engineering and applied sciences are, on the other hand, more highly concentrated in the private sector.

TABLE 3.5.3.a

1982 Graduates by USIS Major Field of Study and SIC Division, Full-time Employed

SIC Division	Percentage[a] USIS Major Field of Study Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Self-employed	0.4	3.1	0.8	0.5	0.4	0.3	0.5	0.6	0.5	0.6
Agricultural & re. serv. ind.	0.1	0.8	0.4	0.2		20.6	0.5	-	-	1.3
Fishing & trapping ind.	-	-	-	-	-	0.1	-	-	-	-
Logging & forestry ind.	-	-	-	-	0.1	-	0.3	-	-	-
Mining, quarrying & oil well ind.	0.1	0.4	0.1	0.3	0.9	-	7.3	-	8.8	1.8
Manufacturing industries	1.3	11.9	12.3	6.2	17.3	12.4	36.2	1.0	25.0	12.9
Construction industries	0.3	0.3	0.4	0.7	1.2	0.9	3.4	-	0.4	0.9
Trans. & storage industries	0.1	0.4	1.1	0.8	1.4	0.4	1.2	-	1.4	0.8
Comm. & other utility ind.	0.2	1.5	6.6	2.5	3.5	0.8	16.0	-	5.1	4.1
Wholesale trade industries	0.5	1.7	0.7	1.8	1.9	3.3	1.6	-	0.6	1.3
Retail trade industries	1.3	11.5	5.6	5.0	4.2	3.0	0.6	7.6	1.7	3.9
Finance & ins. ind.	0.9	1.8	6.4	8.1	15.0	3.7	0.6	0.1	12.3	6.3
Real-estate oper. & ins.-agent ind.	0.3	1.2	0.7	0.9	1.0	-	0.1	-	-	0.5
Business service industries	0.6	13.6	5.0	21.7	30.6	2.8	16.0	0.4	21.4	14.6
Government service industries	5.7	5.2	12.5	19.5	12.7	16.6	10.6	2.8	10.4	11.7
Educational service industries	78.6	15.6	24.4	12.6	2.5	18.1	3.4	4.7	9.4	20.5
Health & soc. serv. ind.	5.7	3.6	3.4	13.4	1.9	11.5	0.4	82.1	1.4	12.8
Accomm., food & bev. serv. ind.	1.0	5.0	3.1	1.9	3.0	1.3	0.1	-	0.3	1.6
Other service industries	3.2	22.5	16.5	3.9	2.4	4.1	1.1	0.7	1.2	4.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	3081	474	1787	4133	3575	1099	2375	1826	1391	19742

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 3.5.3.b

1982 Graduates by USIS Major Field of Study and Industrial Sector, Full-time Employed

Industrial Sector	Percentage[a] USIS Major Field of Study Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Public sector[b]	86.5	24.1	45.8	47.0	21.7	44.8	31.6	77.4	28.4	47.6
Private sector	13.5	75.9	54.2	53.0	78.3	55.2	68.4	22.6	71.6	52.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	3153	481	1816	4210	3604	1109	2372	1845	1406	19996

a. Percentages may sum to other than 100.0 due to rounding.

b. See Section 2.10 for the definition of "public sector" used in the analysis of this survey.

3.6 Earnings

It is informative to analyse the salaries of the 1982 graduates. To provide some perspective on early career earning patterns, both starting and current salaries have been examined.

3.6.1 Gender

Table 3.6.1.a shows the distributions of the full-time-employed male and female graduates across a range of starting salary levels, while Table 3.6.1.b provides this same information for current salaries.

With the exception that the current salaries of the graduates are on average about 20 per cent higher than their starting salaries, the data in Table 3.6.1.a and Table 3.6.1.b tell a similar story. That is, men tend to have higher salaries on average than women. These differences are such that the average earnings for women are about 85 per cent of those for the men.

TABLE 3.6.1.a

1982 Graduates by Level of Starting Wage or Salary and Gender, Full-time Employed

Level of Starting Wage or Salary	Male	Percentage[a] Female	Total
Less than $10 000	13.3	22.3	17.8
$10 000 to $13 999	13.1	19.3	16.2
$14 000 to $17 999	19.7	17.7	18.7
$18 000 to $21 999	18.8	19.7	19.3
$22 000 to $25 999	22.1	15.2	18.7
$26 000 to $29 999	6.8	3.1	5.0
$30 000 to $34 999	2.6	1.4	2.0
$35 000 to $39 999	1.5	0.7	1.1
$40 000 or more	2.1	0.4	1.2
Total	100.0	100.0	100.0
Mean[b]	19265	16706	17995
Weighted N	11518	11410	22929

a. Percentages may sum to other than 100.0 due to rounding.

b. For each category range, the midpoint of that category is multiplied by the weighted N for that category. And, for the categories, "less than $10 000" and "$40 000 or more", these monetary values are multiplied by the weighted N for these categories. These values are then summed across the set of categories and their sum is divided by the total weighted N to derive the mean salary.

TABLE 3.6.1.b

1982 Graduates by Level of Current Wages or Salary and Gender, Full-time Employed

Level of Current Wage or Salary	Percentage[a] Male	Female	Total
Less than $10 000	4.1	8.0	6.0
$10 000 to $13 999	7.4	14.1	10.7
$14 000 to $17 999	16.1	18.7	17.5
$18 000 to $21 999	19.4	22.2	20.8
$22 000 to $25 999	22.3	20.8	21.5
$26 000 to $29 999	13.6	6.3	9.9
$30 000 to $34 999	7.2	4.8	6.0
$35 000 to $39 999	3.8	3.2	3.5
$40 000 or more	6.0	2.1	4.0
Total	100.0	100.0	100.0
Means[b]	23112	20193	21652
Weighted N	9178	9181	18360

a. Percentages may sum to other than 100.0 due to rounding.

b. For each category range, the midpoint of that category is multiplied by the weighted N for that category. And, for the categories "less than $10 000" and "$40 000 or more", these monetary values are multiplied by the weighted N for these categories. These values are then summed across the set of categories and their sum is divided by the total weighted N to derive the mean salary.

3.6.2 Level of Degree or Diploma

Among university graduates, the higher the level of degree or diploma, the higher were the earnings. Table 3.6.2.a shows the starting-salary distribution for each degree or diploma level for the 1982 graduates; Table 3.6.2.b shows this information for current salaries. Except for the starting salaries of diploma holders, the data in Table 3.6.2.a and Table 3.6.2.b reveal a consistent relationship between level of degree or diploma and level of salary: the higher the degree level, the higher the average salary, with holders of doctoral degrees earning over 50 per cent more than holders of diplomas.

As noted earlier, the overall increase from starting to current salary was about 20 per cent. This was not entirely uniform, however, across degree levels. Holders of first professional degrees showed an increase of about 5 per cent while holders of one-year Bachelor of Education degrees had current salaries which were about 14 per cent above their starting salaries. By contrast, holders of three-year bachelor's and doctoral degrees had current salaries which were in the order of 28 per cent higher than their starting ones. This may reflect a greater tendency for holders of three-year bachelor's degrees to enter the labour force at entry-level positions and to advance more rapidly with regard to salary than holders of professional or Bachelor of Education degrees.

TABLE 3.6.2.a

1982 Graduates by Level of Starting Wage or Salary and Level of Degree or Diploma, Full-time Employed

Percentage[a]

Level of Starting Wage or Salary	Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year only	First Professional	Master's	Ph.D.	Other	Total
Less than $10 000	21.1	31.0	15.2	13.5	8.0	11.6	3.4	20.3	17.8
$10 000 to $13 999	24.9	24.7	14.4	7.5	17.3	8.4	10.3	15.2	16.1
$14 000 to $17 999	23.2	22.0	19.2	12.2	21.4	10.7	16.2	31.3	18.7
$18 000 to $21 999	18.4	11.7	20.5	42.7	11.4	13.3	17.5	15.2	19.3
$22 000 to $25 999	6.6	6.0	22.8	21.1	31.8	22.9	15.7	8.9	18.7
$26 000 to $29 999	1.7	1.9	6.3	1.1	1.2	13.9	9.9	6.0	5.0
$30 000 to $34 999	1.1	1.3	0.8	1.0	3.2	9.2	12.6	0.0	2.0
$35 000 to $39 999	0.8	0.9	0.3	0.4	1.9	4.9	9.4	0.0	1.1
$40 000 or more	2.2	0.4	0.3	0.5	3.8	5.2	4.9	3.1	1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	16012	14815	18191	18704	19627	22816	23870	17178	17995
Weighted N	1407	4846	10409	2196	1645	2193	204	59	22959

---

[a] Percentages may sum to other than 100.0 due to rounding.

TABLE 3.6.2.b

1982 Graduates by Level of Current Wage or Salary and Level of Degree or Diploma, Full-time Employed

Percentage[a]

Level of Current Wage or Salary	Level of Degree or Diploma Diploma	Bachelor's 3-year	Bachelor's 4-year	B.Ed. 1-year only	First Professional	Master's	Ph.D.	Other	Total
Less than $10 000	7.6	10.4	5.6	3.8	6.7	1.5	0.0	4.0	6.0
$10 000 to $13 999	17.4	18.2	9.6	5.2	15.2	2.0	0.0	7.4	10.7
$14 000 to $17 999	25.7	24.2	18.3	9.0	21.2	3.8	5.7	29.5	17.5
$18 000 to $21 999	19.6	15.6	21.9	46.4	11.6	9.4	15.2	31.9	20.8
$22 000 to $25 999	14.1	10.8	25.4	26.2	31.2	19.0	11.8	3.8	21.5
$26 000 to $29 999	3.9	5.3	14.1	1.7	2.9	18.2	11.1	11.4	9.9
$30 000 to $34 999	4.5	8.2	3.5	2.6	3.9	16.0	20.3	3.8	6.0
$35 000 to $39 999	3.1	4.9	0.8	2.9	2.1	11.4	18.9	4.2	3.5
$40 000 or more	3.9	2.4	0.9	2.2	5.4	18.8	16.9	4.0	4.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	19599	19745	20834	21230	20515	29521	30500	21039	21643
Weighted N	1155	3575	8000	1898	1450	2086	185	45	18395

---

a. Percentages may sum to other than 100.0 due to rounding.

3.6.3 Major Field of Study

Table 3.6.3.a shows the starting-salary distributions of the 1982 spring graduates by USIS major field of study.[7] Table 3.6.3.b shows this same information for current salaries. In terms of average starting salary, the several fields of study span a range from $12 575 (fine and applied arts) to $23 658 (health professions and occupations). Those in the lowest category earned on average about 50 per cent as much as did those in the highest category. The corresponding range for current salary is somewhat narrower than that for starting salary, running from a low of $15 740 (again, fine and applied arts) to a high of $25 236 (again, health professions and occupations). Those fields which are characterized by above-average salaries are: health professions and occupations; engineering and applied sciences; mathematics and physical sciences; education, physical education, recreation and leisure; and commerce and business administration.

As in the case of diploma or degree holders, increases from starting to current salary vary across fields of study. Graduates of humanities, social sciences, education, physical education, recreation and leisure, and fine and applied arts all registered above-average increases in this regard, while graduates of agricultural and biological sciences, mathematics and physical sciences, commerce and business administration, engineering and applied sciences, and health professions and occupations showed below-average increases. The largest gains from starting to current salaries were registered by graduates of the humanities (30 per cent); education, physical education, recreation and leisure (27 per cent); and the social sciences (27 per cent). The smallest were shown by graduates of health professions and occupations (7 per cent) and engineering and applied sciences (12 per cent).

TABLE 3.6.3.a

1982 Graduates by Level of Starting Wage or Salary and USIS Major Field of Study, Full-time Employed

Percentage[a]

Level of Starting Wage or Salary	USIS Major Field of Study Educ. & Rec. & Lei.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Less than $10 000	21.0	53.4	32.8	25.2	6.7	27.3	4.8	2.9	8.4	17.8
$10 000 to $13 999	12.3	24.9	29.3	25.0	12.8	22.5	7.3	2.1	7.6	16.1
$14 000 to $17 999	12.8	11.8	20.4	24.9	29.5	22.4	10.7	3.1	15.6	18.7
$18 000 to $21 999	31.9	6.0	9.6	13.9	23.0	17.9	15.9	19.9	26.5	19.3
$22 000 to $25 999	16.2	1.8	4.5	7.5	13.1	7.2	41.7	54.0	29.8	18.7
$26 000 to $29 999	1.5	0.3	0.9	1.2	6.4	1.3	15.9	7.8	9.3	5.0
$30 000 to $34 999	1.8	0.9	1.5	1.1	4.0	0.6	2.0	3.8	1.5	2.0
$35 000 to $39 999	1.3	0.6	0.6	0.9	2.2	0.1	0.7	2.1	0.5	1.1
$40 000 or more	1.2	0.4	0.4	0.4	2.3	0.6	0.9	4.3	0.7	1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	17800	12575	14109	15220	19480	15114	22121	23658	20287	17995
Weighted N	3378	684	2311	4978	3804	1514	2865	1780	1629	22944

---

[a] Percentages may sum to other than 100.0 due to rounding.

TABLE 3.6.3.b

1982 Graduates by Level of Current Wage or Salary and USIS Major Field of Study, Full-time Employed

Percentage[a]

USIS Major Field of Study

Level of Current Wage or Salary	Educ. Rec. & Lei.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Less than $10 000	5.4	25.9	12.7	9.2	1.6	14.2	1.7	1.0	1.9	6.0
$10 000 to $13 999	8.1	28.4	22.9	18.4	7.0	16.9	2.8	1.1	4.0	10.7
$14 000 to $17 999	9.7	19.0	24.4	26.0	26.7	26.4	7.1	1.7	7.8	17.5
$18 000 to $21 999	35.1	12.6	14.8	18.3	23.7	21.0	14.1	12.6	21.8	20.8
$22 000 to $25 999	20.8	6.6	9.3	11.0	14.4	13.0	33.0	54.0	33.5	21.5
$26 000 to $29 999	2.5	1.4	4.2	4.9	9.5	4.4	30.5	11.3	19.6	9.9
$30 000 to $34 999	4.5	2.9	6.1	6.0	7.7	2.2	6.4	6.8	7.3	6.0
$35 000 to $39 999	5.2	2.2	3.8	3.8	4.4	0.8	2.1	2.2	2.3	3.4
$40 000 or more	8.7	1.1	2.0	2.4	5.2	1.1	2.3	6.2	1.8	4.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	22614	15740	18418	19286	22288	17666	24788	25236	23849	21638
Weighted N	2848	434	1643	3856	3301	1030	2266	1667	1331	18377

---

a. Percentages may sum to other than 100.0 due to rounding.

3.6.4 Employment Status

Finally, it would be useful to compare the full- and the part-time employed in terms of their starting and current salaries. Table 3.6.4.a shows the starting-salary distributions for the full- and part-time employed; Table 3.6.4.b presents this same information for current salaries. As these data indicate, the full-time employed earned on the average about 50 per cent again as much as the part-time employed.[8]

Full-time-employed respondents registered the larger starting-current salary gains (20 per cent) and the part-time-employed respondents had current salaries which were on the order of only 3 per cent higher than their starting salaries.

TABLE 3.6.4.a

1982 Graduates by Level of Starting Wage or Salary
and Employment Status

	Percentage[a]		
Level of Starting Wage or Salary	Full time	Part Time	Total
Less than $10 000	17.8	75.0	25.5
$10 000 to $13 999	16.1	12.0	15.6
$14 000 to $17 999	18.7	5.3	16.9
$18 000 to $21 999	19.3	4.3	17.3
$22 000 to $25 999	18.7	1.9	16.4
$26 000 to $29 999	5.0	0.8	4.4
$30 000 to $34 999	2.0	0.4	1.8
$35 000 to $39 999	1.1	0.2	1.0
$40 000 or more	1.2	0.1	1.1
Total	100.0	100.0	100.0
Mean	17995	11544	17127
Weighted N	22963	3567	26530

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 3.6.4.b

1982 Graduates by Level of Current Wage or Salary and Employment Status

Level of Current Wage or Salary	Percentage[a] Full Time	Percentage[a] Part Time	Percentage[a] Total
Less than $10 000	6.0	69.9	16.6
$10 000 to $13 999	10.7	13.7	11.3
$14 000 to $17 999	17.5	7.6	15.8
$18 000 to $21 999	20.8	4.3	18.0
$22 000 to $25 999	21.5	2.9	18.4
$26 000 to $29 999	9.9	0.7	8.4
$30 000 to $34 999	6.0	0.7	5.1
$35 000 to $39 999	3.5	0.1	2.9
$40 000 or more	4.0	0.0	3.4
Total	100.0	100.0	100.0
Mean	21638	11852	20018
Weighted N	18398	3653	22050

a. Percentages may sum to other than 100.0 due to rounding.

3.6.5 Traditional Students

In the analyses of the data on salaries, as well as those on certain other variables, the sub-sample of what was defined as "traditional students" was identified for separate inspection. This sub-group included only the 1982 graduates (excluding holders of master's and doctoral degrees) who were born after 1955, took their first post-degree employment after 1980, and were never part-time or extension students. Since the results for this sub-sample did not differ significantly from those found for all students, they are not reported here. For example, the starting salary for full-time-employed traditional students in education, physical education, recreation and leisure was $18 053. The corresponding figure for all of the full-time employed in that field was

$17 800. A major reason for such small differences may be that 67.9 per cent of the population of the class of 1982 fell into the category of the traditional student, so that the data for them dominated the entire dataset.

3.7 Overall Job Satisfaction

This section presents a number of comparisons across categories of gender, level of degree or diploma, major field of study, and full- versus part-time employment in terms of overall job satisfaction.

3.7.1 Gender

Table 3.7.1 shows the distribution of the full-time-employed male and female graduates across a set of categories of overall job satisfaction. While men expressed more satisfaction overall with their jobs than women did, the difference between the sexes in this regard is quite small.

TABLE 3.7.1

1982 Graduates' Job Satisfaction
and Gender, Full-time Employed

		Percentage[a]	
Job Satisfaction	Male	Female	Total
Very satisfied	43.0	40.3	41.6
Quite satisfied	38.6	36.4	37.5
Not very satisfied	13.0	15.7	14.3
Not at all satisfied	5.5	7.6	6.6
Total	100.0	100.0	100.0
Weighted N	9560	9571	19131

[a] Percentages may sum to other than 100.0 due to rounding.

3.7.2 Level of Degree or Diploma

Job satisfaction does appear to show some variation across degree levels, as the data in Table 3.7.2 indicate. In particular, holders of diplomas and three-year bachelor's degrees are less satisfied with their jobs overall than the other graduates; holders of one-year B.Ed., first professional, master's, and doctoral degrees are all above average in overall job satisfaction.

3.7.3 Major Field of Study

Across major fields of study, Table 3.7.3 indicates that those in the health professions and occupations and education, physical education, recreation and leisure report higher than average levels of overall job satisfaction, while persons in fine and applied arts report lower than average levels. In addition, graduates in mathematics and physical sciences show slightly higher than average levels of job satisfaction, while those in the humanities, the social sciences, commerce and business administration, agricultural and biological sciences, and engineering and applied sciences show slightly lower than average levels.

3.7.4 Employment Status

The data in Table 3.7.4 permit a comparison between the full- and the part-time employed in terms of levels of overall job satisfaction. As they show, the full-time employed are on average more satisfied than the part-time employed.

TABLE 3.7.2

1982 Graduates' Satisfaction with Current Position and Level of Degree or Diploma, Full-time Employed

Percentage[a]

Job Satisfaction	Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Professional	Master's	Ph.D.	Other	Total
Very satisfied	36.9	34.9	38.0	56.4	57.9	43.5	51.4	46.7	41.6
Quite satisfied	34.6	33.4	40.1	33.2	36.3	40.9	34.1	41.5	37.5
Not very satisfied	19.8	20.2	15.2	7.4	4.7	11.1	12.7	11.8	14.3
Not at all satisfied	8.7	11.6	6.7	2.9	1.0	4.5	1.8	0.0	6.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1191	3692	8266	2009	1525	2149	188	46	19165

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 3.7.3

1982 Graduates' Satisfaction with Current Position by USIS Major Field of Study, Full-time Employed

	Percentage[a]									
	USIS Major Field of Study									
Job Satisfaction	Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Very satisfied	51.6	30.5	37.8	36.6	39.3	35.6	38.3	52.4	45.9	41.6
Quite satisfied	34.8	30.8	30.6	36.9	38.8	39.5	42.0	39.9	39.8	37.5
Not very sastisfied	9.7	20.9	19.5	17.8	15.7	15.4	15.2	6.5	9.5	14.3
Not at all satisfied	4.0	17.7	12.1	8.7	6.2	9.4	4.4	1.2	4.8	6.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	2987	453	1736	3980	3476	1073	2347	1737	1360	19149

---

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 3.7.4

1982 Graduates' Satisfaction with Current Position by Employment Status

Level of Satisfaction	Percentage[a] Full Time	 Part Time	 Total
Very satisfied	26.0	17.5	24.5
Quite satisfied	46.0	40.3	45.0
Not very satisfied	19.6	24.1	20.4
Not at all satisfied	8.5	18.1	10.1
Total	100.0	100.0	100.0
Weighted N	19653	4082	23734

a. Percentages may sum to other than 100.0 due to rounding.

3.8 Satisfaction with Selected Aspects of Jobs

Not only can employed people be compared with one another in terms of overall job satisfaction, they can also be compared in terms of satisfaction with specific aspects of their jobs. In the 1982 Ontario Graduate Employment Survey, information was solicited on satisfaction with salary, opportunity for advancement, opportunity for personal initiative, and opportunity for experience and learning skills.

3.8.1 Gender

In general, the finding that men tend to be slightly more satisfied overall with their jobs than women is reproduced in the separate findings concerning satisfaction with selected aspects of jobs. That is, men report higher levels of satisfaction than women with regard to salary, opportunity for advancement, opportunity for personal initiative, and opportunity for experience and learning skills. Some of these differences, however, are larger than others. In particular, proportionately more men than women report being either very or quite satisfied with opportunity for advancement (72.5 versus 62.7 per cent).

TABLE 3.8.1

1982 Graduates Very or Quite Satisfied with
Selected Aspects of Jobs by Gender, Full-time Employed

Job Aspect	Percentage Very or Quite Satisfied			
	Males	Females	Total	Weighted N[a]
Salary	73.5	70.5	72.0	19620
Opportunity for advancement	72.5	62.7	67.6	19272
Opportunity for personal initiative	82.3	78.2	80.2	19473
Opportunity for experience and learning skills	87.4	85.0	86.2	19520

a. Variance in weighted N is due to non-response.

3.8.2 Level of Degree or Diploma

Table 3.8.2 shows the percentages of the 1982 graduates at different degree or diploma levels who reported being either very or quite satisfied with selected aspects of their jobs. Again, these findings are very similar to those for overall job satisfaction, although there are a few deviations which require comment. Those degree or diploma levels which were characterized by fairly high levels of overall job satisfaction are generally the same ones which display high levels of satisfaction with salary, opportunity for advancement, opportunity for personal

118

initiative, and opportunity for experience and learning skills. However, there are two apparent exceptions to this. Those who hold first professional degrees are rather less satisfied with their salaries than one might have expected from the data on their overall job satisfaction, and those who hold doctoral degrees show somewhat higher levels of satisfaction with opportunity for personal initiative than their overall measure of job satisfaction would have led one to predict.

3.8.3 Major Field of Study

Table 3.8.3 shows the percentages of persons in each major field of study who reported being either very or quite satisfied with selected aspects of their jobs. The results at this level largely reinforce what was found for overall job satisfaction. That is, those fields which display relatively high levels of overall job satisfaction tend also to show elevated levels of satisfaction with regard to the selected aspects of jobs. One exception to this, however, is the category of persons whose major field is agricultural and biological sciences; these graduates indicate a low level of satisfaction with opportunity for advancement relative to their level of overall job satisfaction and their levels of satisfaction with other aspects of their jobs.

3.9 Migration

As we saw in Chapter 2, 89.0 per cent of the class of 1982 who were employed had jobs in Ontario at the time of the survey. This still leaves some room, however, for variations across different sub-groups in patterns of migration.

3.9.1 Gender

Table 3.9.1 shows the distributions of the full-time-employed male and female graduates across a set of categories of residence in the spring of 1983. As one can see in these data, there is a slight tendency for men to be proportionately more mobile than women, although the overwhelming majority of both men and women were located in Ontario.

TABLE 3.8.2

1982 Graduates Very or Quite Satisfied with Selected Aspects of Jobs by Level of Degree or Diploma Full-time Employed

	Percentage									
	Level of Degree or Diploma									
Job Aspect	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Professional	Master's	Ph.D.	Other	Total	Weighted[a] N
Salary	65.2	64.5	71.0	86.6	70.5	79.0	79.04	42.0	72.0	19651
Opportunity for advancement	62.4	61.6	68.5	73.2	74.8	67.5	71.0	58.4	67.6	19299
Opportunity for personal initiative	74.7	72.7	79.8	87.1	90.4	83.0	89.6	87.4	80.2	19506
Opportunity for experience and learning skills	79.9	80.3	86.1	93.2	95.3	87.0	87.8	91.8	86.2	19555

a. Variance in weighted N is due to non-response.

TABLE 3.8.3

1982 Graduates Very or Quite Satisfied with Selected Aspects of Jobs by USIS Major Field of Study, Full-time Employed

Percentage

USIS Major Field of Study

Job Aspect	Educ. Rec. & Lei.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total	Weighted[a] N
Salary	81.9	56.1	63.4	64.5	69.4	65.5	76.3	83.8	77.1	72.0	19635
Opportunity for advancement	69.3	55.9	59.3	59.5	75.5	57.2	72.8	72.4	75.0	67.6	19283
Opportunity for personal initiative	86.1	69.4	71.5	76.6	79.5	78.9	81.2	86.3	86.5	80.2	19490
Opportunity for experience and learning skills	91.0	74.9	79.1	83.2	86.8	87.7	85.3	92.9	87.2	86.2	19539

---

a. Variance in weighted N is due to non-response.

TABLE 3.9.1

1982 Graduates by Gender and Location of Current Job, Full-time Employed

Location of Current Job	Percentage[a] Male	 Female	 Total
Atlantic Provinces	1.3	1.1	1.2
Quebec	2.5	1.9	2.2
Ontario	86.7	89.5	88.1
Manitoba, Saskatchewan	1.6	1.5	1.6
Alberta	5.7	4.1	4.9
British Columbia, Yukon, Northwest Territories	1.7	1.3	1.5
Other	0.4	0.5	0.4
Total	100.0	100.0	100.0
Weighted N	9618	9608	19226

a. Percentages may sum to other than 100.0 due to rounding.

3.9.2 Level of Degree or Diploma

Is there, then, much variation in patterns of migration across levels of degree or diploma? Apparently not, as the data in Table 3.9.2 indicate. Full-time-employed holders of diplomas were somewhat more likely than other graduates to be located in Ontario in the year following their graduation, while holders of doctoral degrees were slightly less likely than other graduates to have remained in the province.

TABLE 3.9.2

1982 Graduates by Level of Degree or Diploma and Location of Current Job, Full-time Employed

	Percentage[a]								
	Level of Degree or Diploma								
Location of Current Job	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Professional	Master's	Ph.D.	Other	Total
Atlantic Provinces	0.3	0.6	0.9	0.8	4.3	2.3	3.4	0.0	1.2
Quebec	1.2	2.8	2.1	0.6	3.2	3.4	2.6	8.0	2.3
Ontario	95.2	90.9	87.9	86.8	82.4	86.5	79.0	84.1	88.1
Manitoba, Saskatchewan	0.3	1.1	1.1	40.0	2.4	1.9	2.7	0.0	1.6
Alberta	2.4	2.7	6.3	6.1	3.5	4.6	6.3	7.8	4.9
British Columbia, Yukon, Northwest Territories	0.6	1.2	1.4	1.4	3.7	1.0	2.7	0.0	1.5
Other	0.0	0.6	0.3	0.3	0.6	0.3	3.4	0.0	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1175	3707	8402	2021	1581	2131	199	1146	19261

---

a. Percentages may sum to other than 100.0 due to rounding.

Extensive analyses of migration patterns among the 1982 spring graduates with regard to such attributes as major field of study, employment status, occupation, industry, and earnings yielded little evidence of systematic variations. That is, almost all of the full-time-employed respondents were resident in Ontario during the spring of 1983, and the proportions who were do not vary strongly or consistently from one major field to another, across categories of employment status.

Summary and Conclusions

It is not possible to reduce as lengthy and detailed an analysis as that presented above to a small number of summary statements. Nevertheless, there are many findings which can be arranged in fairly clear and consistent patterns. First, approximately equal numbers of men and women graduate from university-level institutions in Ontario. Second, gender seems to be connected to level of degree or diploma, major field of study, employment status, occupation, earnings, and job satisfaction.

Specifically:

- Proportionately more women are holders of three-year bachelor's degrees and one-year Bachelor of Education degrees, while proportionately more men are holders of diplomas, four-year bachelor's, first professional, master's, and doctoral degrees.

- Proportionately more women graduated in the fields of education, physical education, recreation and leisure, fine and applied arts, humanities, social sciences, and health professions and occupations and proportionately more men in the fields of commerce and business administration, engineering and applied sciences, and mathematics and physical sciences.

- The unemployment rate among 1982 graduates in the spring of 1983 was considerably lower for women (9.3 per cent) than for men (12.7 per cent).

- The data reveal a pattern in which men tend to be employed in certain occupations and women in others.

- Male graduates have both higher starting and higher current full-time salaries than female graduates.

Third, level of degree or diploma and major field of study are related to employment status, occupation, income, and job satisfaction.

Specifically:

- Graduates with one-year Bachelor of Education, first professional, master's, and doctoral degrees have proportionately higher rates of labour-force participation and lower rates of unemployment than do holders of three- or four-year bachelor's degrees or diplomas.

- Current average salary varies across level of degree or diploma such that the higher the level of degree or diploma, the higher the earnings.

- Holders of diplomas and three-year bachelor's degrees are less satisfied with their jobs overall than the other graduates, while holders of one-year Bachelor of Education, first professional, master's, and doctoral degrees are all above average in overall job satisfaction.

- Graduates in health professions and occupations, commerce and business administration, and education, physical education, recreation and leisure have higher rates of labour-force participation and lower rates of unemployment than do graduates in other fields of study.

- Current average full-time salary varies across fields of study. Those fields which are characterized by above-average salaries are: health professions and occupations; engineering and applied sciences; mathematics and physical sciences; education, physical education, recreation and leisure; and commerce and business administration.

- Job satisfaction varies across major fields of study, with those in the health professions and occupations and education, physical education, recreation and leisure reporting higher-than-average levels of overall job satisfaction.

Fourth, there is no evidence among the population of the university educated that people's social backgrounds, in terms of their parents' education, systematically influence their educational choices or achievements, early career decisions, earnings, or job satisfaction.

Fifth, to the extent that there is migration out of Ontario among graduates, those who move do not seem generally to differ in terms of their educational qualifications from those who do not, although holders of doctoral degrees are somewhat more likely to leave than are other graduates.

4 Level of Degree or Diploma and Major Field of Study as Intervening Variables

Among the more prominent findings reported in the previous chapter were that, relative to male graduates, female graduates had lower rates of unemployment and lower salaries, and that both level of degree or diploma and major field of study were related to unemployment and earnings. However, these findings may be partly explained by introducing some selected intervening or "third" variables into the analysis. For example, the lower rates of unemployment and lower salaries of women might be due to the fact that there are differences between men and women in terms of level of degree or diploma and major field of study. The associations between level of degree or diploma on the one hand, and unemployment and earnings on the other, might be due to the fact that some major fields of study are better represented at some degree or diploma levels than others (i.e., there is a disproportionate number of engineers with four-year bachelor's degrees). Alternatively, the relationships between major field of study on the one hand, and unemployment and earnings on the other, could arise in the same way, i.e., because some degree or diploma levels are better represented within some fields of study than within others. The present chapter explores these issues by introducing some additional variables into the analysis.

4.1 Gender, Unemployment, and Salaries

Table 4.1.a presents the rates of unemployment among the male and female graduates at different degree levels. These figures show that the lower rate of unemployment for women which was observed in the previous chapter is characteristic of some degree levels but not of others. Specifically, it is found at those levels up to and including those of the one-year Bachelor of Education and the master's; it is not found, however, at the levels of first professional or doctoral degrees.

Table 4.1.b shows the rates of unemployment for male and female graduates across the different major fields of study. In this case, it would appear that major field is not a factor of consequence in helping to account for the relationship between gender and unemployment. With the exception of graduates in engineering and applied sciences, and the (very minor) exception of those in the health professions and occupations, the gender ratio is preserved across the different fields of study.

The evidence is, that level of degree or diploma is a factor in the association between gender and unemployment, but that major field of study is not. It is not, however, that level of degree or diploma explains the original relationship which was observed. The lower unemployment rate for women is not a result of more women than men holding degree levels which in themselves have higher unemployment rates. Rather, introducing the variable level of degree or diploma serves to specify the original association by showing that the unemployment rate for men and women varies by level of degree.

Table 4.1.c shows the average salaries of the men and women graduates across levels of degree or diploma. These data indicate that the female salary disadvantage observed in Chapter 3 occurs across all levels, although it is somewhat larger at lower levels than at higher ones. For example, the male-female salary gap for those with three-year bachelor's degrees is $1838 while that for holders of doctoral degrees is $651. Table 4.1.d shows the average salaries of the 1982 spring graduates by gender and major field of study. Here again, the women have lower average salaries than men within every field of study, although their disadvantage does vary somewhat from field to field. Among graduates in the humanities, social sciences, and engineering and applied sciences, women fare quite well relative to men. Among graduates in fine and applied arts, women fare relatively poorly. Neither level of degree or diploma nor major field of study appears to be of particular import as a factor to explain the relatively lower salaries of female graduates.

TABLE 4.1.a

1982 Unemployment Rates by Gender and Level of Degree or Diploma[a]

	Percentage Unemployment Rate		
Level of Degree or Diploma	Male	Female	Total
Diploma	15.6	8.4	12.2
Bachelor's - 3-year	18.6	12.3	14.9
Bachelor's - 4-year	14.7	10.4	12.7
Bachelor of Education (1-year)	5.3	5.0	5.1
First Professional	2.1	3.9	2.7
Master's	6.8	5.9	6.4
Ph.D.	5.1	10.6	6.6
Other	25.7	25.0	23.4
Total	12.7	9.3	11.1[b]

a. Calculations match the methodology used in the Labour Force Survey.

b. Revised rate.

TABLE 4.1.b

1982 Unemployment Rates by Gender and USIS Major Field of Study[a]

USIS Major Field of Study	Percentage Unemployment Rate		
	Male	Female	Total
Education, physical education, recreation and leisure	6.4	5.9	6.1
Fine and applied arts	21.1	15.3	17.2
Humanities and related	16.7	11.9	13.5
Social sciences and related	14.8	10.8	12.5
Commerce and business administration	10.6	7.7	9.5
Agricultural and biological sciences	16.3	14.6	15.2
Engineering and applied sciences	15.0	20.2	15.5
Health professions and occupations	1.0	2.7	2.2
Mathematics and physical sciences	13.5	10.6	12.6
Total	12.7	9.3	11.1[b]

a. Calculations match the methodology used in the Labour Force Survey.

b. Revised rate.

TABLE 4.1.c

Mean Current Salary for 1982 Full-time Employed, by Level of Degree or Diploma, by Gender

Level of Degree or Diploma	Mean Salary Male	 Female	Females' Salaries as Percentage of Males'
Diploma	21 117	17 867	84.6
Bachelor's - 3-year	20 838	19 000	91.2
Bachelor's - 4-year	22 329	19 140	85.7
Bachelor of Education - 1 year	22 153	20 877	94.2
First Professional	20 994	19 598	93.4
Master's	30 750	27 835	90.5
Ph.D.	30 651	30 003	97.9
Other	21 334	19 984	93.7
Total	23 113	20 193	87.4
Weighted N	9174	9177	18351

TABLE 4.1.d

Mean Current Salary for 1982 Full-time Employed, by USIS Major Field of Study, by Gender

	Mean Current Salary		
USIS Major Field of Study	Male	Female	Females' Salaries as percentage of Males'
Education, physical education, recreation and leisure	24 765	21 624	87.3
Fine and applied arts	17 771	14 755	83.0
Humanities and related	19 060	18 082	94.9
Social sciences and related	20 006	18 764	93.8
Commerce and business administration	23 500	20 364	86.7
Agricultural and biological sciences	19 128	16 449	86.0
Engineering and applied sciences	24 939	23 444	94.0
Health Professions and occupations	27 450	24 163	88.0
Mathematics and physical sciences	25 012	21 795	87.1
Total	23 113	20 193	87.4
Weighted N	9174	9177	18351

4.2 Level of Degree or Diploma, Major Field of Study, Unemployment, and Salaries

Level of degree and major field are considered jointly as determinants of unemployment in Table 4.2.a, where it can be seen that unemployment rates vary across the categories of both level and field: that is, within each degree level, the rates of unemployment differ across fields of study and, within each field of study, the rates differ across degree levels.

In general, it remains true that, within each field of study, the higher the degree level, the lower the rate of unemployment, although there are a number of exceptions to this. For example, graduates with master's degrees in fine and applied arts have higher rates of unemployment than do diploma holders or graduates with four-year bachelor's degrees in that field. In addition, in some fields (e.g., social sciences), diploma holders have lower unemployment rates than persons with either three- or four-year bachelor's degrees; in other fields (e.g., humanities), recipients of four-year bachelor's degrees have higher unemployment rates than graduates with either diplomas or three-year degrees.

In general, within each degree level, graduates in the health professions and occupations, along with those in education, physical education, recreation and leisure, and commerce and business administration, have lower unemployment rates than other graduates. Those in fine and applied arts, engineering and applied sciences, and agricultural and biological sciences have higher rates than the rest. However, there are exceptions in this case as well. First, among diploma holders, those in the social sciences have a significantly lower rate of unemployment while those diploma holders in health professions and occupations have a higher unemployment rate than expected. Second, among the holders of four-year bachelor's degrees, those in the social sciences have higher rates of unemployment than expected.

We now turn to the relationship between level of degree or diploma and major field of study to earnings. In Chapter 3, it was found that, on average, those respondents with first professional degrees or

TABLE 4.2.a

1982 Unemployment Rates by USIS Major Field of Study and Level of Degree or Diploma[a]

USIS Major Field of Study	Percentage Unemployment Rate Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Professional	Master's	Ph.D.	Other	Total
Education, physical education, recreation and leisure	7.7	12.2	11.9	5.1	0.0	3.1	5.6	0.0	6.1
Fine and applied arts	16.9	25.2	13.7	0.0	0.0	19.0	0.0	0.0	17.2
Humanities and related	13.1	14.7	14.9	0.0	4.4	9.2	14.0	0.0	13.5
Social sciences and related	4.7	14.0	16.7	0.0	4.5	7.1	3.4	0.0	12.5
Commerce and business administration	6.3	14.2	9.9	0.0	0.0	7.6	0.0	22.2	9.5
Agricultural and biological sciences	17.7	28.0	14.7	0.0	1.7	4.8	0.0	0.0	15.2
Engineering and applied sciences	22.1	18.2	15.2	0.0	0.0	5.0	8.0	30.2	15.5
Health professions and occupations	12.5	2.3	2.9	0.0	0.6	0.0	0.0	0.0	2.2
Mathematics and physical sciences	16.9	15.7	11.9	0.0	0.0	2.2	6.1	0.0	12.6
Total	12.2	15.0	12.8	5.1	2.6	6.3	6.4	23.4	11.1[b]

a. Calculations match the methodology used in the Labour Force Survey.
b. Revised rate.

lower earned less than those with master's or doctoral degrees. Within the major fields of study, the exception to this was those with master's degrees in the agricultural and biological sciences, who earned less than those with first professional degrees in that field, as Table 4.2.b shows. Those respondents in health professions and occupations, engineering and applied sciences, mathematics and physical sciences, education, physical education, recreation and leisure, and commerce and business administration earned higher-than-average salaries, while those in the remaining fields earned lower-than-average salaries. Within degree levels, the major exceptions to this were those respondents with four-year bachelor's degrees in education, physical education, recreation and leisure who earned less than the average for that level, and those with first professional degrees in agricultural and biological sciences who earned more than the average for that level.

With some significant exceptions, the relationships observed between level of degree or diploma, on the one hand, and unemployment and earnings, on the other, are preserved within each of the major fields of study. Likewise, the relationships between major field of study, on the one hand, and unemployment and earnings, on the other, are reproduced within each degree level.

Summary and Conclusions

In the present chapter, an attempt was made to discover if gender differences in unemployment rates and salary levels might be explained by differences between men and women in levels of degree or fields of study. It was found that men earn more than women across all degree levels and across all fields of study. As for the relationship between gender and unemployment, it was found that women had lower rates of employment than men in some fields of study and higher rates than men in other fields of study.

In addition, the relationship between level of degree and unemployment and salary were examined within each major field of study, and the association between major field of study and unemployment and salary were inspected within each level of degree. The introduction of degree level and major field as intervening variables did not yield results which were markedly different from those obtained without these variables.

TABLE 4.2.b

Mean Current Salary by USIS Major Field of Study and Level of Degree or Diploma, Full-time Employed

USIS Major Field of Study	Mean Current Salary Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Profes-sional	Master's	Ph.D.	Other	Total
Education, physical education, recreation and leisure	22 065	21 294	15 696	21 230	-	35 385	35 797	37 500	22 614
Fine and applied arts	14 789	20 861	14 113	-	-	17 993	21 000	-	15 740
Humanities and related	17 573	18 470	16 783	-	16 571	22 796	24 952	-	18 418
Social Sciences and related	21 124	19 524	18 296	-	14 761	26 546	31 969	-	19 285
Commerce and bus. admin.	20 231	19 985	19 342	-	-	30 399	36 622	17 628	22 289
Agricultural and biological sciences	15 566	17 051	16 615	-	25 622	19 120	22 268	-	17 666
Engineering and applied sciences	19 077	21 448	24 937	-	-	30 813	36 518	20 211	24 788
Health professions and occupations	28 098	24 202	24 370	-	26 168	28 324	23 029	23 865	25 236
Mathematics and physical sciences	22 478	22 585	23 667	-	-	29 158	30 432	-	23 849
Total	19 598	19 743	20 820	21 230	20 515	29 521	30 500	21 039	21 637
Weighted N	1152	3560	7998	1898	1450	2086	185	45	18375

5 Getting a Job

For most of the members of the class of 1982, finding paid employment was the next step after graduation. The present chapter describes some of the strategies which they used in their job searches and the results of their efforts, along with something of how these strategies and results related to gender, level of degree or diploma and major field of study.

5.1 Contacts, Interviews, and Offers

As shown in Table 5.1.a most of the respondents made contact with many potential employers in searching for jobs following completion of their studies. In fact, 48.4 per cent made contact with eleven or more potential employers and 12.2 per cent with fifty or more. In turn, these contacts typically generated several job interviews. As the information in Table 5.1.b indicates, about 26.8 per cent of the graduates were interviewed six times or more. Finally, these interviews usually led to at least one job offer, with 40.6 per cent of the graduates receiving two offers or more (Table 5.1.c).

TABLE 5.1.a

Number of Initial Contacts with Different Potential Employers, 1982 Graduates

Number of Contacts	Percentage[a]
0-1	12.3
2-5	23.3
6-10	16.1
11-20	16.7
21-30	9.5
31-50	10.0
More than 50	12.2
Total	100.0
Weighted N	27648

[a] Percentages may sum to other than 100.0 due to rounding.

TABLE 5.1.b

Number of Job Interviews Resulting from Initial Contacts with Different Potential Employers, 1982 Graduates

Number of Interviews	Percentage[a]
0-1	28.2
2-3	29.1
4-5	15.9
6-10	16.7
More than 10	10.1
Total	100.0
Weighted N	27677

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 5.1.c

Number of Job Offers, 1982 Graduates

Number of Offers	Percentage[a]
0	15.9
1	43.5
2	21.4
3	9.7
4-5	6.4
More than 5	3.1
Total	100.0
Weighted N	27812

a. Percentages may sum to other than 100.0 due to rounding.

5.2 Job-Search Strategies: Total Respondents

In searching for a job, most of the graduates employed more than one strategy. As Table 5.2.a shows, the most common strategies were using newspapers or other mass media for job leads, followed by letters or telephone calls to prospective employers, using on-campus placement or career-counselling services, and seeking assistance from friends or relatives. Also fairly common were walk-in contacts with prospective employers, using off-campus Canada Employment Centres, and seeking assistance from former employers. By contrast, faculty members, private employment agencies, and co-operative or internship employers were much less frequently used in job searches. Concerning co-operative or internship employers, however, it should be pointed out that fewer than 20 per cent of the graduates came from programs which involved work experience, so that this was an option not available to most.

How successful were each of the job-search strategies in actually generating job offers for those who used them? Table 5.2.b shows the percentages of the users of each job-search strategy who received offers by that means. As these data indicate, there are variations in the apparent success of the several strategies. By this criterion, the most successful was using co-operative or internship employers, followed by using other former employers. The least successful was using off-campus Canada Employment Centres, followed by using private employment agencies.

Some 63.3 per cent of those who used co-operative or internship employers reported receiving a job offer; 23.1 per cent of those who used a Canada Employment Centre reported receiving a job offer.

TABLE 5.2.a

Percentages of the 1982 Graduates Pursuing Selected Job-Search Strategies

Job-Search Strategy	Percentage[a]
Private employment agency	18.0
Off-campus Canada Employment Centre	31.6
On-campus placement or career-counselling service	54.4
Newspaper, journal, or other media advertisements	57.7
Friends or relatives	48.8
Write or telephone employers	56.2
Walk-in contacts with employers	32.6
Professors, academics	22.1
Former employers	30.3
Co-operative or internship employers[b]	9.0

a. Percentages do not sum to 100.0 because often more than one strategy was pursued.

b. A limited number of programs are co-operative; thus, the bulk of graduates do not have the opportunity to use this strategy.

TABLE 5.2.b

Percentages of 1982 Graduates Using Selected Job-Search Strategies Who Received Job Offers by that Means

Job-Search Strategy	Percentage of[a] Successful Users
Private employment agency	28.3
Off-campus Canada Employment Centre	23.1
On-campus placement or career-counselling service	43.9
Newspaper, journal, or other media advertisements	35.2
Friends or relatives	51.0
Write or telephone employers	45.2
Walk-in contacts with employers	49.1
Professors, academics	48.0
Former employers	54.4
Co-operative or internship employers[b]	63.3

a. Percentages do not sum to 100.0 because often more than one strategy and more than one offer were involved.

b. A limited number of programs are co-operative; thus, the bulk of graduates do not have the opportunity to use this strategy.

5.3 Job-Search Strategies: Gender

In general, men and women graduates were quite similar in terms of the job-search strategies which they pursued, as Table 5.3.a shows. There were, however, some differences. The most common strategy among men was using on-campus placement or career-counselling services; the most common strategy among women was using newspaper, journal, or other media advertisements.

The several job-search strategies which are the most successful for men tend to be the same ones which are the most successful for women, as the data in Table 5.3.b show. However, there are some differences. Using co-operative or internship employers was the most successful means for both men and women, followed by using former employers; using off-campus Canada Employment Centres was the least successful means for both. Men who used on-campus placement or career-counselling services or co-operative or internship employers were more successful than women; women who used private employment agencies or who had walk-in contacts with prospective employers fared better than did men using the same strategy.

TABLE 5.3.a

Percentages of the 1982 Graduates Pursuing Selected Job-Search Strategies, by Gender

Job-Search Strategy	Percentage[a] Males	Females	Total
Private employment agency	19.8	16.5	18.0
Off-campus Canada Employment Centre	31.3	32.0	31.6
On-campus placement or career-counselling service	61.4	48.0	54.4
Newspaper, journal, or other media advertisements	53.3	61.8	57.7
Friends or relatives	48.0	49.4	48.8
Write or telephone employers	52.9	59.2	56.2
Walk-in contacts with employers	30.3	34.7	32.6
Professors, academics	21.3	22.8	22.1
Former employers	30.3	30.4	30.3
Co-operative or internship employers[b]	9.4	8.7	9.0

---

a. Percentages do not sum to 100.0 because often more than one strategy was pursued.

b. A limited number of programs are co-operative; thus, the bulk of graduates do not have the opportunity to use this strategy.

TABLE 5.3.b

Percentages of the 1982 Graduates Pursuing Selected Job-Search Strategies Who Received Job Offers by that Means, by Gender

Job-Search Strategy	Percentage[a] Males	 Females	 Total
Private employment agency	21.7	35.4	28.3
Off-campus Canada Employment Centre	19.8	25.6	23.1
On-campus placement or career-counselling service	50.0	36.9	43.9
Newspaper, journal, or other media advertisements	31.9	37.7	35.2
Friends or relatives	50.8	51.4	51.0
Write or telephone employers	42.0	48.0	45.2
Walk-in contacts with employers	44.9	52.7	49.1
Professors, academics	47.9	48.3	48.0
Former employers	52.1	56.6	54.4
Co-operative or internship employers[b]	70.7	60.9	63.3

a. Percentages do not sum to 100.0 because often more than one strategy and more than one job offer were involved.

b. A limited number of programs are co-operative; thus, the bulk of graduates do not have the opportunity to use this strategy.

5.4 Job-Search Strategies: Levels of Degree or Diploma

Table 5.4.a shows the percentages of the graduates at different degree levels who made use of the several job-search strategies. These data defy quick and easy summary, although some general statements can be made about them. First, holders of first professional and doctoral degrees tend less frequently to rely on most of the strategies listed than the other graduates do, except for using faculty members (holders of doctoral degrees) and co-operative or internship employers (holders of first professional degrees). Second, holders of diplomas and bachelor's degrees (three- or four-year, including one-year Bachelor of Education degrees) tend to use employment or career-counselling agencies more than the other graduates do, although holders of one-year Bachelor of Education degrees are relatively unlikely to use private employment agencies and holders of master's degrees are fairly heavy users of private agencies.

Table 5.4.b shows the percentages of those at each degree level who were successful in receiving job offers as a consequence of pursuing the various job-search strategies. Again, the data describe a complex pattern. First, relative to the other graduates, holders of diplomas were not conspicuously successful in any of the job-search strategies which they tried. In addition, they were less successful than most in using advertisements in the media, faculty members, and co-operative or internship employers. Second, holders of three-year bachelor's degrees did fairly well in relative terms using private employment agencies and off-campus Canada Employment Centres but not as well in using on-campus placement or career-counselling services, writing or telephoning prospective employers, making walk-in contacts with employers, or using faculty members. Third, holders of four-year bachelor's degrees were successful relative to the other graduates only in the use of co-operative or internship employers and did comparatively poorly using advertisements, friends or relatives, writing or telephoning prospective employers, and making walk-in contacts with employers. Fourth, holders of one-year Bachelor of Education degrees were relatively unsuccessful in generating job offers through employment or career-counselling agencies, friends or relatives, or one-time employers and were quite successful in using advertisements. Holders of first professional degrees were generally very successful relative to the other graduates in obtaining job offers by any strategy which they attempted.

Holders of master's degrees were more successful than most in using on-campus placement or career-counselling services and newspaper advertisements, while holders of doctoral degrees were not served well by employment or career-counselling agencies but did relatively well with all of the other strategies which they pursued.

TABLE 5.4.a

1982 Graduates Using Sources Available for Assistance in the Employment Search and Level of Degree or Diploma

Sources Available for Assistance	Percentage[a] Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Profes-sional	Master's	Ph.D.	Other	Total
Private employment agency	22.3	21.4	19.3	6.4	4.0	23.1	8.0	22.7	18.0
Off-campus Canada Employment centres	31.2	40.8	33.9	25.5	4.9	21.1	13.3	34.3	31.6
On-campus placement/ career-counselling services	57.6	47.3	64.1	43.2	33.7	51.5	21.3	32.1	54.4
Newspaper/journal/ media ads	63.3	62.4	55.7	71.1	14.3	62.5	54.1	47.0	57.7
Friends or relatives	56.4	57.8	47.7	46.1	25.1	43.1	38.9	52.4	48.8
Write/telephone employers	56.6	54.0	53.9	72.3	51.2	58.7	42.4	54.3	56.2
Walk-in contact with employers	32.0	38.5	30.9	39.9	17.8	25.9	22.0	64.9	32.6
Professors and/or academics	19.6	13.8	24.6	20.5	22.8	31.1	63.7	10.0	22.1
Former employers	32.7	33.8	34.3	17.2	8.7	28.2	25.0	48.4	30.3
Co-op/internship employers	4.8	3.9	11.7	8.3	16.4	8.7	4.7	9.6	9.0
Weighted N = approx. 29 771-29 961[b]									

a. Each percentage is the proportion of all 1982 graduates using this source of assistance.

b. A series of 10 tables were used to construct Table 5.4.a and the weighted N ranged from 29 771 to 29 961.

TABLE 5.4.b

1982 Graduates by Level of Degree or Diploma and the Percentage of Job Offers to Approach Used in the Employment Search

Approach Used	Percentage[a] Level of Degree or Diploma Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Profes-sional	Master's	Ph.D.	Other	Total
Private employment agency	24.7	36.9	22.3	42.2	40.0	27.3	17.5	33.0	28.3
Off-campus Canada Employment centres	21.5	27.2	21.2	18.8	22.5	20.4	16.5	30.3	23.1
On-campus placement/ career-counselling services	40.8	30.2	48.4	31.0	81.3	51.3	33.8	38.3	43.9
Newspaper/journal media ads	32.2	34.8	31.4	44.4	34.3	42.6	38.8	21.5	35.2
Friends or relatives	56.9	51.7	49.5	49.5	62.2	49.7	70.4	76.7	51.0
Write/telephone employers	43.6	36.9	40.6	58.8	79.3	49.2	62.3	51.9	45.2
Walk in contact with employers	49.1	46.5	46.3	57.4	65.2	55.2	63.2	68.9	49.1
Professors and/or academics	43.9	39.1	48.0	47.3	63.6	53.7	62.6	50.0	48.0
Former employers	56.6	54.0	53.9	51.7	64.4	57.8	70.8	60.7	54.5
Co-op/internship employers	52.1	53.9	67.5	50.6	68.3	63.2	68.1	0.0	63.3

a. Percentages may not sum to 100.0 because often more than one strategy and more than one job offer were involved.

5.5 Job-Search Strategies: Major Fields of Study

Table 5.5.a shows the percentages of the 1982 graduates by major field of study who used each of the job-search strategies listed. Once again, these data do not yield easily to simple summary description, so only some of the more prominent findings will be identified. First, graduates in education, physical education, recreation and leisure, fine and applied arts, and the humanities were relatively heavy users of advertisements and walk-in contacts with prospective employers. In addition, those in education, physical education, recreation and leisure were relatively unlikely to use private employment agencies and relatively likely to contact employers in writing or on the telephone, and those in fine and applied arts were comparatively likely to use friends or relatives and unlikely to use co-operative or internship employers. Second, graduates in social sciences were not at all distinctive in the job-search strategies which they pursued. Third, graduates in commerce and business administration were fairly heavy users of public employment agencies and on-campus services and quite light users of written or telephone contacts with employers, walk-in contacts with employers, faculty members, and co-operative or internship employers. Fourth, graduates in agricultural and biological sciences tended relatively frequently to use off-campus Canada Employment Centres, faculty members, and former employers and quite infrequently to use co-operative or internship employers. Fifth, those in engineering and applied sciences were relatively heavy users of private employment agencies and on-campus services and both former employers and co-operative or internship employers. Sixth, graduates in the health professions and occupations were quite distinctive in their heavy use of co-operative or internship employers, as well as in their light use of employment or career-counselling agencies, advertisements, friends or relatives, and former employers. Finally, those in mathematics and physical sciences tended disproportionately to use private employment agencies and on-campus services, advertisements, and co-operative or internship employers and not to use written, telephone, or walk-in contacts with prospective employers.

Table 5.5.b shows the percentages of those within each major field of study whose uses of the various job-search strategies led to job offers. First, graduates in education, physical education, recreation and leisure, fine and applied arts, the humanities, and the social sciences were generally more successful than most in using private employment agencies and off-campus Canada Employment Centres to generate offers of jobs and less successful than most in using on-campus services and co-operative or internship employers. In addition, walk-in contacts with prospective employers tended to work quite well for them, although this was not true of those in the social sciences. Second, graduates in commerce and business administration did well relative to the other graduates only in their use of on-campus services; they did quite poorly relative to the other graduates in their use of most of the other job-search strategies. Third, graduates in agricultural and biological sciences were relatively successful in their use of friends or relatives, walk-in contacts, and faculty members and were relatively unsuccessful in their use of private employment agencies, off-campus Canada Employment Centres, advertisements, and co-operative or internship employers. Fourth, those in engineering and applied science were comparatively successful only in their use of on-campus placement or career-counselling services and co-operative or internship employers. Fifth, graduates in the health professions and occupations fared better than graduates in most other fields in their use of every strategy except off-campus Canada Employment Centres. Finally, graduates in mathematics and physical sciences did relatively well in their use of on-campus services, faculty members, and co-operative or internship employers and did relatively poorly in their use of private employment agencies, media advertisements, and written, telephone, or walk-in contacts with employers.

TABLE 5.5.a

1982 Graduates Using Sources Available for Assistance in the Employment Search and USIS Major Field of Study

Percantage[a]

USIS Major Field of Study

Sources Available for Assistance	Educ. Rec. & Lei.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Private employment agency	7.8	15.4	17.6	17.7	28.1	13.9	27.3	5.4	24.2	18.0
Off-campus Canada Employment Centres	26.7	38.6	38.6	37.2	27.0	44.5	33.5	6.8	27.4	31.6
On-campus placement/ career-counselling services	39.5	38.7	41.3	45.0	81.0	58.0	82.5	25.9	70.4	54.4
Newspaper/journal/ media ads	68.2	63.5	63.4	59.6	53.0	58.3	53.2	38.0	49.2	57.7
Friends or relatives	48.1	61.2	55.9	54.6	45.8	54.6	43.6	28.9	40.7	48.8
Write/telephone employers	65.9	57.3	54.2	58.2	49.9	57.2	54.3	54.3	47.0	56.2

---

[a] Each percentage is the proportion of all 1982 graduates using this source of assistance.

TABLE 5.5.a (Continued)

Graduates Using Sources Available for Assistance in the Employment Search and USIS Major Field of Study

Sources Available for Assistance	Percentage[a] USIS Major Field of Study Educ. Rec. & Lei.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Walk-in contacts with employers	37.7	45.6	38.5	34.4	23.6	36.7	27.0	31.7	23.7	32.6
Professors and/or academics	21.1	26.1	21.2	21.2	13.1	43.7	24.0	19.4	24.9	22.0
Former employers	21.1	30.3	31.3	33.7	27.7	39.1	42.5	16.1	29.6	30.3
Co-op/internship employers	8.0	4.0	4.1	7.4	3.2	3.6	14.9	27.3	18.4	9.0

a. Each percentage is the proportion of all 1982 graduates using this source of assistance.

TABLE 5.5.b

1982 Graduates by USIS Major Field of Study and the Percentage of Job Offers to Approach Used in the Employment Search

	Percentage[a]									
	USIS Major Field of Study									
Approach Used	Educ. Rec. & Lei.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Private employment agency	38.5	29.2	38.6	36.2	23.1	20.9	16.1	53.7	24.0	28.3
Off-campus Canada Employment Centres	22.8	32.4	28.0	26.3	18.2	23.4	13.1	20.6	19.3	22.8
On-campus placement/ career-counselling services	30.6	37.5	27.1	28.9	$\boxed{59.1}$	30.0	$\boxed{55.2}$	$\boxed{74.5}$	$\boxed{53.3}$	43.9
Newspaper/journal/ media ads	44.4	33.1	34.2	35.9	33.2	28.1	21.4	52.4	29.3	35.2
Friends or relatives	$\boxed{52.4}$	$\boxed{60.3}$	$\boxed{51.7}$	$\boxed{52.4}$	$\boxed{46.3}$	$\boxed{55.7}$	$\boxed{42.2}$	57.1	$\boxed{51.1}$	$\boxed{51.0}$
Write/telephone employers	$\boxed{56.2}$	44.9	37.3	$\boxed{45.4}$	34.5	44.6	35.4	$\boxed{74.4}$	37.7	45.4
Walk-in contact with employers	$\boxed{57.3}$	$\boxed{54.2}$	$\boxed{50.9}$	$\boxed{45.4}$	39.0	$\boxed{52.9}$	36.7	$\boxed{70.7}$	40.9	$\boxed{49.1}$
Professors and/or academics	46.0	$\boxed{49.8}$	$\boxed{49.1}$	44.8	37.4	$\boxed{57.7}$	$\boxed{42.9}$	$\boxed{59.8}$	$\boxed{56.2}$	$\boxed{48.2}$
Former employers	$\boxed{55.9}$	$\boxed{56.1}$	$\boxed{54.6}$	$\boxed{54.6}$	$\boxed{51.6}$	$\boxed{53.5}$	$\boxed{51.8}$	$\boxed{70.2}$	$\boxed{56.1}$	$\boxed{54.5}$
Co-op/internship employers	$\boxed{53.8}$	$\boxed{57.5}$	$\boxed{48.8}$	$\boxed{54.1}$	$\boxed{65.6}$	$\boxed{50.0}$	$\boxed{63.1}$	$\boxed{75.5}$	$\boxed{79.4}$	$\boxed{63.3}$

a. Percentages may not sum to 100.0 because often more than one strategy and more than one job offer were involved.

5.6 Further Assistance

As part of the survey, the 1982 graduates were asked to indicate the extent to which they could have used further assistance in their job searches with regard to career-counselling, preparing résumés, developing interview skills, using job-search techniques, and obtaining actual job leads. Table 5.6 shows the percentages of graduates who indicated in each case that they could have used some further assistance. At the top of the list is obtaining actual job leads, followed closely and, in turn, by developing interview skills and using job-search techniques. At the bottom is preparing résumés, followed by career-counselling. In every case, however, quite substantial numbers of graduates indicated that some further assistance would have been useful.

TABLE 5.6

1982 Graduates Indicating More Assistance is Required in Several Sources of Assistance in the Job Search

Sources of Assistance	Percentage	Weighted N
Career-counselling	48.7	27044
Preparing résumés	44.2	27696
Developing interview skills	57.6	27733
Using job-search techniques	55.9	27522
Obtaining actual job leads	61.5	27711

Summary and Conclusions

The members of the class of 1982 typically employed several different strategies in searching for jobs, ranging from using private employment agencies and answering media advertisements to making walk-in contacts with prospective employers. While all of these strategies were successful for some graduates, some were more effective overall than others, and some worked better for some kinds of people than others. Overall, assistance from co-operative or internship employers or former employers were the most successful strategies, while assistance from off-campus Canada Employment Centres and private employment agencies were the least successful ones. At the same time, what worked for men did not always work as well for women; the converse was also true. Specifically, those men who used on-campus services or co-operative or internship employers as sources of assistance were more successful than those women who did so, while those women who used private employment agencies or who made walk-in contacts with prospective employers fared much better than men who did so. In addition, graduates at different degree or diploma levels and with different major fields of study also differed in the sources of assistance which they used and in the success which they had with each, although these findings defy simple summary. Finally, large numbers of the graduates reported that they could have used several kinds of further assistance in their job searches, especially with regard to obtaining actual job leads, developing interview skills, and using job-search techniques, but also in career-counselling and preparing résumés.

6 Educational Qualifications and Job Requirements

Equipped with different levels of degrees or diplomas in different fields of study, those university-level graduates who enter the labour market compete for jobs in which the educational requirements, as compared with the graduates' own qualifications, may be high or low, general or job-specific.

The 1982 Ontario Graduate Employment Survey included a number of questions designed to measure different aspects of the articulation between educational qualifications and job requirements. In the present chapter, five different measures are used in an effort to examine this phenomenon. The first is based on the graduates' perceptions of how related the general skills required in their major fields of study are to those required by their jobs. The second is similar to the first, except that it involves the relevance of the program content and specific skills associated with the different fields of study to the graduates' jobs. The third assesses the extent to which a specific degree or diploma was required or preferred by employers for the graduates' jobs. The fourth determines whether the graduates' levels of degrees or diplomas matched those preferred or required by employers for their jobs. And the fifth involves whether the graduates major fields of study were those preferred or required by their employers.

6.1 Gender

Table 6.1.a shows the distributions of the full-time-employed male and female graduates across a set of categories which describe how related the general skills involved in the graduates' major fields of study were to the jobs that they had at the time of the survey. As these data indicate, 87.1 per cent of the graduates had completed programs of study in which the general skills involved were at least somewhat related to their jobs, while 5.4 per cent had come from a program in which the general skills involved were "not at all related". No differences are evident here between men and women, approximately equal proportions of whom indicated that the general skills involved in their major fields of study were at least somewhat related to their jobs.

Tables 6.1.b through 6.1.e provide additional information on the articulation of educational qualifications and jobs, both for the full-time-employed graduates as a whole and for men and women separately. While the criterion is in each case different, the result remains essentially the same; that is, educational qualifications were at least to some degree relevant to jobs for between approximately 80 to 90 per cent of the respondents. The specifics of this are illustrated by Table 6.1.a concerning general skills, Table 6.1.b concerning program content and specific skills of graduates' major fields of study, Table 6.1.c concerning employers' requirements or preferences for specific degrees or diplomas, Table 6.1.d concerning employers' requirements or preferences for certain levels of degrees or diplomas, and Table 6.1.e concerning employers' requirements or preferences for certain major fields of study. Moreover, there is no evidence that male and female graduates differ in regard to the articulation of their educational qualifications and the requirements of their jobs.

TABLE 6.1.a

1982 Graduates by Gender and Relationship of Job in General Skills to Major Field of Study, Full-time Employed

Relationship of Job in General Skills to Major Field of Study	Percentage[a] Male	Female	Total
Very related	59.5	57.1	58.3
Somewhat related	29.6	28.1	28.8
Not very related	6.0	8.8	7.4
Not at all related	4.9	5.9	5.4
Total	100.0	100.0	100.0
Weighted N	9902	9814	19715

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.1.b

1982 Graduates by Gender and Relationship of Job in Program Content to Major Field of Study, Full-time Employed

Relationship of Job in Program Content to Major Field of Study	Percentage[a]		
	Male	Female	Total
Very related	52.1	51.0	51.6
Somewhat related	27.1	25.3	26.2
Not very related	11.3	10.5	10.9
Not at all related	9.5	13.2	11.3
Total	100.0	100.0	100.0
Weighted N	9915	9821	19737

[a] Percentages may sum to other than 100.0 due to rounding.

TABLE 6.1.c

1982 Graduates by Gender and the Educational Requirements of the Most Recent Job, Full-time Employed

Educational Requirements of Most Recent Job	Percentage[a]		
	Male	Female	Total
A specific degree or diploma was required	56.9	53.7	55.3
Any degree or diploma was required	15.0	12.5	13.7
A degree or diploma was desirable (but not required)	13.6	15.5	14.5
No degree or diploma was preferred or required	10.0	12.4	11.2
Don't know	4.6	6.0	5.3
Total	100.0	100.0	100.0
Weighted N	9878	9832	19710

[a] Percentages may sum to other than 100.0 due to rounding.

TABLE 6.1.d

1982 Graduates by Gender and the Articulation of Level of Degree or Diploma Attained and Required or Preferred by the Employers, Full-time Employed

Articulation of Level of Degree or Diploma	Percentage[a] Male	Female	Total
Does not match	18.1	20.9	19.5
Matches	81.9	79.1	80.5
Total	100.0	100.0	100.0
Weighted N	7873	7441	15314

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.1.e

1982 Graduates by Gender and the Articulation of Major Field of Study Attained and Required or Preferred by the Employer, Full-time Employed

Relationship of job Articulation of Major Field of Study	Percentage[a] Male	Female	Total
Does not match	11.8	14.6	13.1
Matches	88.2	85.4	86.9
Total	100.0	100.0	100.0
Weighted N	7707	7220	14926

a. Percentages may sum to other than 100.0 due to rounding.

6.2 Level of Degree or Diploma

The data in Table 6.2.a show the connection between the graduates' degree or diploma levels and to what degree they perceived the general skills involved in their major fields of study to be related to their jobs. Across the several levels, holders of one-year Bachelor of Education, first professional, and doctoral degrees stand out in terms of the relatively high percentages who reported that their major fields of study involved general skills relevant to their jobs, while graduates of three-year bachelor's programs stand out in terms of the relatively low percentage who reported this.

Tables 6.2.b through 6.2.e report analyses similar to that in Table 6.2.a., except that the criterion is different in each case. The result, however, is in most cases quite similar. Specifically, regardless of what measure is used to gauge the match between people's educational qualifications and their jobs, graduates with one-year Bachelor of Education and first professional degrees are over-represented among those in which the correspondence appears to be higher, while graduates from three-year bachelor's programs are under-represented among them. There are some additional findings, however, which should be noted. First, holders of diplomas resemble holders of three-year bachelor's degrees in terms of the disproportionate numbers with jobs in which no degree or diploma was either required or preferred. Second, holders of diplomas and graduates with master's degrees are, along with holders of three-year bachelor's degrees, over-represented among those employed in jobs where the required or preferred level of degree or diploma is something other than what they have.

TABLE 6.2.a

1982 Graduates by Level of Degree or Diploma and Relationship of Job in General Skills to Major Field of Study, Full-time Employed

	Percentage[a]								
	Level of Degree or Diploma								
Relationship of Job in General Skills to Major Field of Study	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Professional	Master's	Ph.D.	Other	Total
Very related	54.9	33.4	57.7	76.0	89.9	64.5	80.7	60.6	58.3
Somewhat related	29.4	39.3	30.6	19.0	9.2	28.3	15.4	31.5	28.9
Not very related	8.2	15.6	6.7	2.9	0.6	5.1	3.0	7.8	7.4
Not at all related	7.5	11.8	5.0	2.2	0.3	2.1	0.9	0.0	5.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1228	3844	8545	2074	1600	2218	195	46	19750

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.2.b

1982 Graduates by Level of Degree or Diploma and Relationship of Job in Program Content to Major Field of Study, Full-time Employed

Relationship of Job in in Program Content to Major Field of Study	Percentage[a]								
	Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Professional	Master's	Ph.D.	Other	Total
Very related	48.9	24.3	49.6	78.2	91.7	51.9	66.9	67.6	51.5
Somewhat related	30.5	28.6	29.1	15.2	6.5	33.7	22.2	28.5	26.3
Not very related	9.5	20.1	10.9	2.6	1.4	10.6	9.1	3.9	10.9
Not at all related	11.2	27.0	10.3	4.0	0.5	3.9	1.8	0.0	11.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1226	3844	8558	2074	1604	2221	197	47	19772

---

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.2.c

Graduates by Level of Degree or Diploma and the Educational Requirements of the Most Recent Job, Full-time Employed

	Percentage[a]								
	Level of Degree or Diploma								
Educational Requirements of Most Recent Job	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Profes-sional	Master's	Ph.D.	Other	Total
A specific degree or diploma was required	35.6	23.2	53.9	87.8	98.2	61.7	79.1	70.2	55.3
Any degree or diploma was required	9.8	17.0	17.5	2.6	0.5	16.7	8.2	11.6	13.7
A degree or diploma was desirable but not required	21.7	26.8	13.9	4.8	0.6	11.9	6.3	7.8	14.5
No degree or diploma was preferred or required	22.0	25.3	8.8	3.6	0.3	6.4	3.7	6.2	11.2
Don't know	10.9	28.5	5.9	1.1	0.3	3.3	2.7	4.2	5.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	1209	3825	8532	2074	1655	2210	195	46	19745

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.2.d

Graduates by Level of Degree or Diploma and the Articulation of Level of Degree or Diploma Attained and Required or Preferred by the Employer, Full-time Employed

Percentage[a]

	Level of Degree or Diploma								
Articulation of Level of Degree or Diploma	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Profes-sional	Master's	Ph.D.	Other	Total
Does not match	31.6	49.0	10.2	10.3	3.1	38.3	23.6	33.5	19.5
Matches	68.4	51.0	89.8	89.7	96.9	61.7	76.4	66.5	80.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	728	2119	6802	1955	1640	1891	174	36	15345

---

[a] Percentages may sum to other than 100.0 due to rounding.

TABLE 6.2.e

Graduates by Level of Degree or Diploma and the Articulation of Major Field of Study Attained and Required or Preferred by the Employer, Full-time Employed

Percentage[a]

Articulation of Major Field of Study Attained	Level of Degree or Diploma								
	Diploma	Bachelor's 3-year	Bachelor's 4-year	B. Ed. 1-year	First Profes-sional	Master's	Ph.D.	Other	Total
Does not match	13.4	40.5	10.7	3.3	0.9	14.4	13.6	0.0	13.1
Matches	86.6	59.5	89.3	96.7	99.1	85.6	85.4	100.0	86.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	709	1944	6661	1947	1642	1864	153	37	14957

---

a. Percentages may sum to other than 100.0 due to rounding.

6.3 Major Field of Study

Table 6.3.a shows the percentages of the 1982 graduates in different fields of study across several levels of the perceived relevance of the general skills associated with their fields to their current jobs. In terms of this criterion, graduates in fine and applied arts, the humanities, and the social sciences are under-represented among those who see the general skills involved in their fields as relevant to their jobs, while graduates in health professions and occupations are over-represented among them.

Tables 6.3.b through 6.3.e present data on the connection between educational qualifications and job requirements for the 1982 graduates in terms of program content and specific skills of major field of study (Table 6.3.b), whether employers required or preferred a specific degree or diploma (Table 6.3.c), whether the graduates' degree or diploma levels matched those required or preferred by their employers (Table 6.3.d), and whether the graduates' major fields of study matched those required or preferred by their employers (Table 6.3.e). In each case, graduates in fine and applied arts, the humanities, and the social sciences stand relatively low in terms of relevance, while those in health professions and occupations stand relatively high. In addition, graduates in engineering rank comparatively high in terms of the matches between their degree levels and major fields on the one hand, and their employers' requirements or preferences in these respects on the other.

TABLE 6.3.a

1982 Graduates by USIS Major Field of Study and Relationship of Job in General Skills to Major Field of Study, Full-time Employed

Percentage[a]

USIS Major Field of Study

Relationship of Job in General Skills to Major Field of Study	Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Very related	68.5	37.5	39.9	48.2	58.3	52.6	60.3	85.9	61.8	58.3
Somewhat related	23.0	31.0	33.5	32.2	33.0	30.8	32.2	12.0	29.3	28.9
Not very related	4.6	14.4	14.3	11.5	5.2	9.5	4.9	2.1	5.6	7.4
Not at all related	3.8	17.1	12.3	8.2	3.4	7.1	2.6	0.0	3.2	5.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	3103	476	1786	4148	3582	1081	2373	1793	1397	19739

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.3.b

1982 Graduates by USIS Major Field of Study and Relationship of Job in Program Content to Major Field of Study, Full-time Employed

	Percentage[a] USIS Major Field of Study									
Relationship of Job in General Skills to Major Field of Study	Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Very related	68.7	33.1	29.7	37.9	48.3	51.0	45.4	87.4	60.4	51.5
Somewhat related	18.9	25.9	22.8	25.5	34.7	28.2	38.2	10.2	26.9	26.3
Not very related	5.4	12.9	17.5	17.0	11.5	7.4	12.4	1.7	6.1	10.9
Not at all related	6.9	28.0	30.0	19.6	5.5	13.3	4.1	0.7	6.6	11.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	3104	476	1788	4145	3583	1088	2380	1793	1401	19758

---

[a] Percentages may sum to other than 100.0 due to rounding.

TABLE 6.3.c

1982 Graduates by USIS Major Field of Study and the Educational Requirements of the Most Recent Job, Full-time Employed

Educational Requirements of Most Recent Job	Percentage[a] USIS Major Field of Study									
	Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
A specific degree or diploma was required	75.7	20.8	29.9	42.1	38.8	52.1	75.1	94.7	51.9	55.3
Any degree or diploma was required	6.2	6.8	12.7	15.9	28.5	9.6	7.9	1.9	18.8	13.8
A degree or diploma was desirable, but not required	9.6	21.4	24.8	18.8	16.3	18.5	9.2	2.2	14.6	14.5
No degree or diploma was preferred or required	6.6	36.8	23.8	17.4	9.9	13.2	3.9	1.0	6.3	11.2
Don't know	1.8	14.2	8.8	5.9	6.6	6.6	3.8	0.3	8.3	5.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	3090	466	1786	4135	3575	1079	2365	1835	1399	19730

---

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.3.d

1982 Graduates by USIS Major Field of Study and the Articulation of the Level of Degree or Diploma Attained and Required or Preferred by the Employer, Full-time Employed

Articulation of Level of Degree or Diploma	Percentage[a] USIS Major Field of Study									
	Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Does not match	21.0	27.3	37.2	26.4	20.7	14.5	7.0	9.1	21.1	19.4
Matches	79.0	72.7	62.8	73.6	79.3	85.5	93.0	90.9	78.9	80.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	2733	186	1000	2800	2768	813	2125	1789	1115	15329

---

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.3.e

1982 Graduates by USIS Major Field of Study and Articulation of Major Field of Study Attained by Job Requirements Required or Preferred by the Employer, Full-time Employed

Articulation of Major Field of Study	Percentage[a] USIS Major Field of Study									
	Educ. & Rec.	Fine & Appl. Arts	Humanities & Rel.	Social Sci. & Rel.	Comm. & Bus. Admin.	Agri. & Bio. Sci.	Eng. & Appl. Sci.	Health Prof. & Occup.	Math. & Phys. Sci.	Total
Does not match	6.6	28.8	37.5	27.6	9.3	12.7	3.4	0.6	20.3	13.1
Matches	93.4	71.2	62.5	72.4	90.7	87.3	96.6	99.4	79.7	86.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Weighted N	2703	173	924	2646	2719	795	2108	1789	1102	14960

---

a. Percentages may sum to other than 100.0 due to rounding.

6.4 Full- and Part-time Employed

Finally, it should help to cast some light on the nature of full- versus part-time employment to compare those involved in the two kinds of employment in terms of the relevance of their educational qualifications for the kind of work which they do. Table 6.4.a presents this comparison, using the perceived relevance of the general skills associated with the graduates' major fields of study for their current jobs as the criterion. As these data show, there is a substantial difference between the full- and the part-time employed in terms of the apparent relevance of these general skills. The full-time employed, more than the part-time employed, are engaged in paid employment in which the general skills involved in their programs of study appear to them as relevant.

Tables 6.4.b through 6.4.e present the distributions of the full- and part-time employed 1982 graduates across different sets of categories describing the relationship between their educational experiences and their current jobs. As these data uniformly indicate, the full-time employed, more than the part-time employed, have educational qualifications that have at least some relevance to their work.

TABLE 6.4.a

1982 Graduates by Employment Status and Relationship of Job in General Skills to Major Field of Study

Relationship of Job in General Skills to Major Field of Study	Percentage[a]		
	Full Time	Part Time	Total
Very related	58.3	41.2	55.4
Somewhat related	28.9	26.4	28.5
Not very related	7.4	13.6	8.5
Not at all related	5.4	18.9	7.7
Total	100.0	100.0	100.0
Weighted N	19750	4130	23881

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.4.b

1982 Graduates by Employment Status and Relationship of Job in Program Content to Major Field of Study

Relationship of Job in Program Content to Major Field of Study	Percentage[a]		
	Full Time	Part Time	Total
Very related	51.5	40.1	49.5
Somewhat related	26.3	19.6	25.1
Not very related	10.9	11.3	11.0
Not at all related	11.3	29.0	14.4
Total	100.0	100.0	100.0
Weighted N	19773	4144	23916

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.4.c

1982 Graduates by Employment Status and the Educational Requirements of the Most Recent Job

Educational Requirements of Most Recent Job	Percentage[a]		
	Full Time	Part Time	Total
A specific degree or diploma was required	55.3	42.6	53.1
Any degree or diploma was required	13.7	5.3	12.3
A degree or diploma was desirable (but not required)	14.5	11.4	14.0
No degree or diploma was preferred or required	11.2	34.4	15.2
Don't know	5.3	6.3	5.5
Total	100.0	100.0	100.0
Weighted N	19747	4122	23870

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.4.d

1982 Graduates and Employment Status and the Articulation of Major Field of Study Attained and Required or Preferred by the Employer

Articulation of Major Field of Study	Percentage[a]		
	Full Time	Part Time	Total
Doesn't match	13.2	18.8	13.9
Matches	86.8	81.2	86.1
Total	100.0	100.0	100.0
Weighted	14952	2206	17158

a. Percentages may sum to other than 100.0 due to rounding.

TABLE 6.4.e

1982 Graduates and Employment Status and the Articulation of Level of Degree or Diploma Attained and Required or Preferred by the Employer

Articulation of Level of Degree or Diploma	Percentage[a] Full Time	Part Time	Total
Doesn't match	19.5	24.1	20.1
Matches	80.5	75.9	79.9
Total	100.0	100.0	100.0
Weighted N	15339	2287	17627

a. Percentages may sum to other than 100.0 due to rounding.

Summary and Conclusions

While the male and female graduates were not found to differ in terms of the articulation of their educational qualifications and the requirements of their jobs, the relationship between educational qualifications and job requirements was closer for graduates at some diploma or degree levels than others and for those in some fields of study than others, as well as for the full- versus the part-time employed. Specifically, holders of one-year Bachelor of Education and first professional degrees stood out among those whose qualifications did seem to relate closely to their jobs; holders of three-year bachelor's degrees ranked relatively low in this regard. In addition, graduates in fine and applied arts, the humanities, and the social sciences appeared to be less able than other graduates to translate their educational qualifications into jobs in their fields, while those in health professions and occupations seemed to be especially able to do this, and those in engineering and applied sciences fared quite well in this regard on several measures of job relevance and fared poorly on none.

NOTES

1. A small number of respondents returned their questionnaires in personal envelopes making it impossible to determine who had responded. However, this was only a minor problem. It is suggested for the next survey that unique identification numbers be put on both the envelope and the questionnaire.

2. According to the conventions adopted for Statistics Canada's monthly Labour Force Survey, the labour force includes those who are employed either full or part time and those who are not employed but are looking for a job. The participation rate is then defined as the percentage of a group in the labour force, while the unemployment rate is the percentage in the labour force who are unemployed but looking for a job or not employed but waiting for a job or awaiting recall.

3. Statistics Canada, unpublished data from the Labour Force Survey. This percentage was obtained by averaging the unemployment rates for March, April, May, and June 1983, the months graduates were surveyed.

4. The source is unpublished data from the Labour Force Activities Division, Statistics Canada.

5. The participation and unemployment rates for the 1979 graduates have been recalculated to match the methodology used in this report and in the Labour Force Survey. Articling lawyers and medical interns are included in the labour force.

6. Calculations of those not in the labour force and for full-time students exclude articling lawyers and medical interns.

7. The salary data is for all 1982 full-time-employed graduates: that is, for all degree levels. See Chapter 4 for mean salaries for each level of degree or diploma by major field of study.

8. Part-time earnings were not prorated over the period of a year by the contractor. However, in a few cases, the respondent prorated his/her earnings.

APPENDIX A

APPENDIX A

SCHEDULE OF ACTIVITIES

	Activities	Date (1983)
1.	Finalization of questionnaire, letters to University officials and respondents, organizing mailout procedures etc.	Jan. 21 - Feb. 6
2.	Completion of all mailout material, approval by Ministry on format, commencement of printing above.	Feb. 7 - Feb. 14
3.	Distribution of questionnaires and related material to universities doing their own mailout, contractor mailout	Feb. 15 - Feb. 28
4.	Monitoring returns, sending out reminders, preparing field reports, preparing coding manual and submitting above to Ministry for approval.	March 1 - March 14
5.	Monitoring secondary returns, sending out reminders, and second questionnaires, tracing lost respondents, prepare updated field reports, coding initial returns and submitting them to Ministry for approval.	March 15 - March 31
6.	Coding continues, preparing updated field reports, tracing continues.	April 1 - April 14
7.	Coding continues, data entry begins, preparing updated field reports, data editing procedures submitted to Ministry for approval.	April 15 - April 30
8.	Coding continues, data entry continues, preparing updated field reports continues.	May 1 - May 14
9.	Coding continues, data entry continues, data editing continues, preparing updated field reports, preparation of SPSS File Layout begins.	May 15 - May 31

SCHEDULE OF ACTIVITIES (CONTINUED)

	Activitives	Date (1983)
10.	Telephone reminders and interviews of under represented universities, coding data entry, SPSS File Layouts continues, data editing begins.	June 1 - June 14
11.	Coding, data entry, data editing continued, test programs for tabulations submitted to Ministry for approval. Data editing completed for University of Western, questionnaires sent to Western.	June 15 - June 30
12.	Coding completed, data entry completed, data editing completed, merged SPSS file created with subfiles for each university, fina frequencies produced, test programs for tabulations submitted to Ministry for approval.	July 1 - July 14
13.	Final tabulations commence, preliminary reports on methodology and findings are drafted and discussed with Ministry.	July 15 - July 31
14.	Final tabulations completed, preliminary reporting continues, individual data files on tape are produced for each university.	Aug 1 - Aug. 14
15.	Drafts of final reports begin and submitted to Ministry for discussion.	Aug. 15 - Aug. 31
16.	All reports finalized and submitted to Ministry.	Sept. 1 - Sept. 30

APPENDIX B

APPENDIX B-I

SCHEDULE AND CONTENT OF PROJECT MEETINGS

Date: 1983	Project Officials Present	Purpose
February 1	Mr. R. Cornish - Ministry Mr. J. Kenny - Ministry Mr. C. Lacombe - Ministry Mrs. C. Davis - Social Data Research (SDR) Ms. M. Denton - Social Data Research (SDR)	Finalization of questionnaire
February 7	Mr. R. Cornish - Ministry Mr. J. Kenny - Ministry Ms. B. Sands - Ministry Mrs. C. Davis - SDR Ms. M. Denton - SDR	Checking first proofs of final questionnaire
February 9	Mr. R Cornish - Ministry Mrs. C. Davis - SDR	Checking final proofs of questionnaire
March 11	Mr R. Cornish - Ministry Mr. J. Kenny - Ministry Ms. B. Sands - Ministry Mrs. C. Davis - SDR	Finalization of coding instructions
April 7	Mr. R. Cornish - Ministry Mr. J. Kenny - Ministry Ms. B. Sands - Ministry Mrs. C. Davis - SDR Dr. J.C. Davis - SDR Ms. M. Denton - SDR Dr. A.A. Munter - SDR	Review Committee for checking first 700 coded questionnaires University Officials from: McMaster, Western, Ottawa, WLU, Guelph, Waterloo
April 8	Mr. R. Cornish - Ministry Mr. J. Kenny - Ministry Ms. B. Sands - Ministry Mrs. C. Davis - SDR Ms. M. Denton - SDR	Debriefing and finalization of coding manual as a result of Review Committee suggestions
May 6	Mr. R. Cornish - Ministry Mrs. C. Davis - SDR	Developing a coding schems for identifying Public Sector Industries
May 16	Mr. R. Cornish - Ministry Ms. B. Sands - Ministry Mrs. C. Davis - SDR	Progress Report Mid-Point of Project
June 10	Mr. R. Cornish - Ministry Mr. J. Kenny - Ministry Ms. B. Sands - Ministry Ms. J. MacDonald - Ministry Mrs. C. Davis - SDR Ms. M. Denton - SDR	Drafting outline of Final Report

SCHEDULE AND CONTENT OF PROJECT MEETINGS (CONTINUED)

Date: 1983	Project Officials Present	Purpose
July 28	Mr. R. Cornish - Ministry Ms. B. Sands - Ministry Mrs. C. Davis - SDR Ms. M. Denton - SDR	Finalization of analysis for report
Aug. 15	Mr. R. Cornish - Ministry Mrs. C. Davis - SDR	Finalization of analysis for report

In addition to the above scheduled meetings several meetings were held between Mrs. C. Davis and interested University Officials throughout the duration of the Project.

UNIVERSITY CONTACTS FOR GRADUATE LISTINGS

Brock University	Office of the Registrar	Mr. Towe Ass. Registrar
Carleton University	Office of Planning Analysis and Statistics	Mr. Vic Chapman Director
University of Guelph	Office of the Registrar	Mr. A. G. Holmes Registrar Mr. Bob Auger Associate Registrar
Lakehead University	Office of the Registrar	Mr. Bill Bragnalo Asst. Registrar
Laurentian University	Office of the Registrar	Mr. Jack Porter Registrar Ms. Glenda Thompson Asst. Registrar
McMaster University	Office of Institutional Analysis	Mr. Bob Hughes
	Office of the Registrar	Mr. J. Walker Ass. Registrar
University of Ottawa (did their own mailing)	Academic Planning	Mr. Jason Wang
Queen University	Office of the Registrar	Dr. Ken Gun Registrar
University of Toronto (did their own mailing)	Office of Academic Statistics	Mr. Tusiewicz
Trent University	Office of the Registrar	Mr. Jim Riva
University of Waterloo	Office of the Registrar	Mr. C. T. Boyes Registrar
University of Western Ontario	Counselling and Career Development	Mr. August Schied Ms. Mary Burton
Wilfrid Laurier University (did their own mailing)	Placement and Career Services	Ms. Jan Basso
University of Windsor	Office of the Registrar	Mr. FL Smith
York University	Office of the Registrar	Mr. N. A. Bider
Ryerson	Office of the Registrar	Mr. J. Logel Asst. Registrar
Ontario College of Art	Office of the Registrar	Miss Joan Brabant

MAILING SCHEDULE

UNIVERSITY	ARRIVAL DATE	FIRST MAILING		SECOND MAILING		THIRD MAILING		COMMENTS
		Date Started	Date Started	Date Started	Date Started	Date Started	Date Started	
01 BROCK	23/2/83	7/3/83	7/3/83	29/3/83	5/4/83	18/4/83	20/4/83	
02 CARLETON	1/3/83	2/3/83	2/3/83	29/3/83	5/4/83	15/4/83	19/4/83	
03 GUELPH	15/2/83	21/2/83	22/2/83	21/3/83	22/3/83	13/4/83	14/4/83	
04 LAKEHEAD	18/2/83	21/2/83	21/2/83	21/3/83	22/3/83	13/4/83	14/4/83	
05 LAURENTIAN	28/2/83	28/2/83	3/3/83	29/3/83	5/4/83	18/4/83	20/4/83	
06 McMASTER	1/3/83	3/3/83	3/3/83	29/3/83	5/4/83	18/4/83	20/4/83	
07 OTTAWA	doing own	Eng 9/3/83	Fr. 14/3/83	Fr. 18/4/83	Fr. 18/4/83			
08 QUEEN'S	4/3/83	4/3/83	4/3/83	28/3/83	4/4/83	18/4/83	20/4/83	
09 TORONTO	doing own	1/3/83	4/3/83	22/3/83	22/3/83	15/4/83	19/4/83	
10 TRENT	24/2/83	2/3/83	2/3/83	28/3/83	29/3/83	15/4/83	19/4/83	
11 WATERLOO	22/2/83	23/2/83	23/2/83	21/3/83	22/3/83	13/4/83	14/4/83	
12 WESTERN	28/2/83	28/2/83	2/3/83	28/3/83	4/4/83	15/4/83	19/4/83	
13 WILFRID LAURIER	doing own	2/3/83	7/3/83	22/3/83	29/3/83	13/4/83	14/4/83	
14 WINDSOR	3/3/83	8/3/83	8/3/83	29/3/83	5/4/83	18/4/83	20/4/83	
15 YORK	24/2/83	25/2/83	28/2/83	28/3/83	4/4/83	15/4/83	19/4/83	
16 RYERSON	14/2/83	2/3/83	2/3/83	28/3/83	4/4/83	15/4/83	19/4/83	
17 O.C.A.	18/2/83	21/2/83	21/2/83	21/3/83	22/3/83	13/4/83	14/4/83	
18 O.I.S.E.	doing own	1/3/83	4/3/83	22/3/83	22/3/83	15/4/83	19/4/83	
Maila (non- deliverable	run as of 20/4/83	25/4/83						
Maila (qu)	11/4/83	11/4/83	13/4/83					

PROGRESS REPORT: PAGE 1

UNIVERSITY NAME	DATE RECEIVED	DATE RECEIVED	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
01 BROCK	23/2/83	tape 800BP1	G. Hayward conversion sent Feb. 24	1st mail-out Mar. 7/83	checked for missing postal codes	Sent list of missing graduates IUTS 03/25/83 Returned (maila)	Reminder cards mailed 30/3/83	Third mail-completed 20/4/83 (Maila) 25/4/83
02 CARLETON	1/3/83	labels	foreign addresses deleted 1st mail-out Mar. 2	sent to Comtech Mar. 8/83	checked for missing postal codes	Sent list of missing graduates IUTS 03/29/83 Returned (maila)	Reminder cards mailed 30/3/83	Third mail-out completed 19/4/83 Maila 25/4/83
03 GUELPH	15/2/83	tape	Feb. 15 - given to Waterloo Computer Centre	Received labelled envelopes Feb. 21/83	First mailout 21/2/83 22/2/83	List checked for Ontario postal codes Out of province not done.	Sent list of missing addresses Returned Maila	Second mail-out 22/3/83 Third mail-out 14/4/83 Maila 25/4/83
04 LAKEHEAD	18/2/83	labels no sequence #	First mailout 21/2/83	Sent to Comtech Feb. 22/83 Bias charts made	Returned from Comtech Mar. 3/83	Checked for missing postal codes	Reminder cards mail-03/22/83	No updates available Third mail-out completed 14/4/83

PROGRESS REPORT: PAGE 1

UNIVERSITY NAME	DATE RECEIVED	DATE RECEIVED	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
05 LAURENTIAN	28/28/83	labels no sequence #	Numbered sequentially sorted for French R's	bias tables generated (partially)	sent to Brenda G. for data entry	checked for postal codes First mailout Mar. 3/83	Second mailout 30/3/83 Third mailout 20/4/83 Maila 25/4/83	internal update of non-deliverable maila sent list of present non-deliveralbe 25/4/83
06 McMASTER	1/3/83	tape	Sent to L. Hayward Labels generated Mar. 3/83	Checked for missing postal codes	First Mailout Mar. 3/83	non-deliverable updated C master print out - internally added to maila master	Third mailout 20/4/83 maila 25/4/83	
07 OTTAWA	Doing own mailout English question- sent 18/2/83	French questionnaires sent 2/3/83	Eng. 1st mailout 9/3/83	French 1st mailout 14/3/83	sent reminder cards 03/15 IUTS CP express sent questionnaires slips etc 13/4/83	First Eng. mailout repeated 1st class postage 21/4/83 French reminders sent out 18/4/83		Sent IUTS non-deliverables

PROGRESS REPORT: PAGE 1

UNIVERSITY NAME	DATE RECEIVED	DATE RECEIVED	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
08 QUEEN'S	4/3/83	labels	First mailout Mar. 4/83 checked for foreign addresses	Given to Brenda G. for data entry 14/3/83	Sent list missing graduates IUTS 25/3/83 Returned maila	Reminder cards mailed Mar. 29th	Third mailout 20/4/83 Maila 25/4/83	
09 TORONTO	Doing own mailout English questionnaires sent 18/2/83		First mailout Mar. 3/83	Sent reminder cards IUTS Mar. 15th	Sent via CP express materials for 3rd mailout 8/4/83	3rd mailout completed 19/4/83		
10 TRENT	24/2/83	tape	sent to G. Hayward for testing	labels generated Mar. 1/83	first mailout Mar. 2/83 checked for for postal codes	Sent list of missing graduates IUTS 25/3/83	Reminder cards mailed Mar. 29	3rd mailout completed 19/4/83
11 WATERLOO	22/2/83	tape	22/2/83 labels completed	23/2/83 First mailout	Checked for postal codes	sent list of missing graduates returned (needs further updating	reminder cards mailed 22/3/83	3rd mailout completed 14/4/83

PROGRESS REPORT: PAGE 1

UNIVERSITY NAME	DATE RECEIVED	DATE RECEIVED	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
12 WESTERN	24/2/83	to be re-submitted for up-date labels 1 copy	xeroxed 1 copy of labels for numbering	First mailout started Feb. 28 - Mar. 1 Postal codes done.	Sent to Comtech Mar. 8/83 checked for missing postal codes	Sent List of missing graduates IUTS 25/3/83 Returned maila	Reminder cards mailed 29/3/83	3rd mailout completed 19/4/83 Maila 25/4/83
13 WILFRID LAURIER	Doing own mailout English questionnaires sent 18/2/83	More questionnaires sent Mar. 7	First mailing Mar. 2 - Mar. 7	Sent reminder cards IUTS Mar. 15	Second mailout completed 29/3/83	Send IUTS materials for 3rd mailout 13/4/83		
14 WINDOSR	3/3/83	list	given to Brenda G. and Eileen W for data entry.	checked for missing postal codes	Sent list of missing graduates 29/3/83	Reminder cards mailed 30/3/83	3rd mailout completed 20/4/83	
15 YORK	24/2/83	labels	First mail-out 25/2/83 foreign students taken out	Checked for missing postal codes Mar. 3/83	Brenda G. for data entry Mar. 8 - MAr. 14	Reminder cards mailed Mar. 29th	Send list of missing graduates with letter Unable to update 21/4/83	3rd mailout completed 19/4/83

PROGRESS REPORT: PAGE 1

UNIVERSITY NAME	DATE RECEIVED	DATE RECEIVED	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
16 RYERSON	14/2/83	list	15/2/83 sent to Comtech. 21/2/83 1st tape returned	21/2/83 sent to U. of W. computing for labels	22/2/83 23/2/83	Lables Marl Sent to Central Stores 1st mail-out Mar. 2/83 Postal codes done	2nd mail-out 4/4/83 Sent list of missing grad. IUTS 25/3/83 returned	3rd mailout 19/4/83 maila 25/4/83
17 O.C.A.	21/2/83	labels no sequence #	First mailout 21/2/83	Sent to Comtech Feb. 22/83	Checked for missing postal codes Mar. 3/83 (0 found)	Sent list of missing graduates Returned maila master	Second mailout done 22/3/83 Third mailout maila 25/4/83	
18 O.I.S.E.	To be included in U. of T's mailout							
Maill	To include updates to 15, 14 10 and new Waterloo grads that were missed							

APPENDIX C

Ontario

Ministry of
Colleges and
Universities

22nd Floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2
416/965-6865

University and Student Affairs
Division

February 21, 1983

Dear Graduate,

Today more than ever, university students are showing concern about what the future will hold after graduation. What employment opportunities, or programs for continuing education are likely to be available? One of the best sources for this information is YOU — the recent graduate.

WE NEED YOUR HELP!!

The Ontario post-secondary institutions, in collaboration with the Ministry of Colleges and Universities, are conducting a survey of the 1982 graduates. We are asking for your cooperation in completing the enclosed questionnaire. Your answers will be invaluable to the institutions for career counselling and academic planning.

The information you provide will be treated in the strictest confidence and will be available only to the institution from which you graduated and the Ministry of Colleges and Universities.

Please return the completed questionnaire in the pre-stamped envelope provided, as soon as possible. To ensure the validity of the survey every response is needed.

Thank you in advance for your assistance and cooperation in this important project.

Yours sincerely,

Benson A. Wilson
Assistant Deputy Minister
University & Student Affairs

Enc.

INSTRUCTIONS

Please read the instructions for each question carefully and indicate your response by checking the appropriate box ☑ where applicable. If you find that none of the responses applies to you, please write in your answer near the question. If a write-in response is required, please print to ensure that your answer is legible. Please be careful to follow instructions in the questionnaire and complete only those questions which apply to you. Thank you for your help.

(Ce questionnaire est disponible en francais sur demande)

SECTION A

To be completed by all respondents

1. Please indicate your:

9-11 a. Year of birth .... 19 ____

b. Sex .... Male ☐ 1

.... Female ☐ 2

2a. When did you complete the requirements for your most recent degree or diploma? **(PLEASE INDICATE BOTH YEAR AND MONTH)** 12-15

Year .... 19 ____

Month .... ________

b. And, when did you receive this degree or diploma (i.e. what was your convocation date)? **(PLEASE INDICATE BOTH YEAR AND MONTH)** 16-19

Year .... 19 ____

Month .... ________

3. What level of degree or diploma did you receive? **(CHECK ONE BOX ONLY)** 20-21

Bachelor's — 3 yr .... ☐ 01

Bachelor's — 4 yr (including 4 yr. B.Ed.) ... ☐ 02

B.Ed. (1 yr only) .... ☐ 03

M.D./D.D.S./L.L.B./L.L.L./O.D./D.V.M./M.DIV. .... ☐ 04

Master's (excluding M.DIV.) .... ☐ 05

Ph.D. .... ☐ 06

Diploma/Certificate .... ☐ 07

Other **(PLEASE SPECIFY)** .... ☐ 08

____

4a. Please describe the degree or diploma which you received (e.g. Master of Applied Science, Bachelor of Education, Bachelor of Commerce). **(PLEASE BE AS COMPLETE AS POSSIBLE)** 22-23

DEGREE/
DIPLOMA ________________________

b. What was your major field of Study? Please provide as much information as possible (e.g. Civil Engineering rather than just Engineering or Slavic Languages rather than Languages). If more than one major, please describe both. 24-29

FIELD(S) OF STUDY
1. ________________________
2. ________________________

5a. Did you graduate from ... **(CHECK ONE BOX ONLY)** 30

a regular program? .... ☐ 1

a co-op program? .... ☐ 2

a regular program which required work experience and/or internship? .... ☐ 3

b. During your most recent degree or diploma program, were you enrolled as ... **(PLEASE CHECK ONE BOX ONLY)** 31

a full-time student only? .... ☐ 1

a part-time/extension student only? .... ☐ 2

both a full-time and part-time/extension student? .... ☐ 3

other? **(PLEASE SPECIFY)** .... ☐ 4

____

c. Do you hold any other post-secondary degrees, diplomas or certificates? 32

Yes .... ☐ 1

No .... ☐ 2

(PLEASE LIST AND GIVE YEAR OBTAINED) 33-42

____

____

____

6. Please record total work experience **since completing your secondary school education,** or equivalent, for each of the following categories. **(PLEASE RECORD IN MONTHS)** 43-54

a) Summer jobs — full time (25 hrs. or more per week) ...... ☐ MONTHS

b) Part-time (including summer less than 25 hrs/wk) .... ☐ MONTHS

c) Full-time (excluding summer) .... ☐ MONTHS

d) Co-op, Field Placement or Internship .... ☐ MONTHS

7. Are you currently enrolled in a post-secondary education course or program on a full-time or part-time basis? 55

Please include any post-secondary program or course leading to professional certification.

Yes ... ☐ 1 **(CONTINUE WITH SECTION B, QUESTION 8)**

No .... ☐ 2 **(GO TO SECTION C, QUESTION 13)**

SECTION B

To be completed only by those currently enrolled in a full-time or part-time post-secondary education course or program, a post-doctoral program, or a program or course leading to professional certification.

8. In which of the following post-secondary courses or programs, are you enrolled? **(PLEASE CHECK ONE BOX ONLY)** 56-57

General interest course (non-degree/non-diploma) .... ☐ 01
Polytechnical Program .... ☐ 02
Community College/Trade School Program .... ☐ 03
Undergraduate (including make-up year) .. ☐ 04
Professional Certification (i.e. CA) .... ☐ 05
Teacher Education .... ☐ 06
M.D./D.D.S./L.L.B.//L.L.L./O.D./D.V.M./D.DIV. .... ☐ 07
Graduate (excluding M.DIV.) .... ☐ 08
Post-doctoral .... ☐ 09
Other **(PLEASE SPECIFY)** .... ☐ 10

____

9. In which type of program are you currently enrolled? 58

Regular program .... ☐ 1
Co-op program .... ☐ 2
Other **(PLEASE SPECIFY)** .... ☐ 3

____

10. Are you currently enrolled as a . . . **(PLEASE CHECK ONE BOX ONLY)** 59

full-time student? .... ☐ 1
part-time/extension student? .... ☐ 2
correspondent student? .... ☐ 3

11a. Please describe the degree, diploma, or certificate program in which you are currently enrolled, if applicable (e.g. Bachelor of Education, Master of Science, Ph.D. Diploma in Business Administration). **(PLEASE BE AS COMPLETE AS POSSIBLE)** 60-61

DEGREE/
DIPLOMA/
CERTIFICATE: ______________________

b. What is your major field of study? Please provide as much information as possible (e.g. High Energy Physics, Molecular Biology, Journalism, Auto Mechanics). 62-64

FIELD OF STUDY
OR COURSE: ______________________

c. What is the name of the institution you are currently attending for your further education? 65-66

INSTITUTION: ______________________

12. Please indicate the two statements that best describe why you decided to continue your education? **(PLEASE INDICATE YOUR 1ST AND 2ND CHOICES BY PLACING THE APPROPRIATE NUMBERS IN THE BOXES BELOW)** 67-70

1. Further education required for desired employment
2. Wished to study further in a specific field
3. Lack of suitable employment opportunities
4. Encouraged by others to continue studies
5. General interest
6. Other **(PLEASE SPECIFY)**

____

1ST CHOICE ☐ 2ND CHOICE ☐

SECTION C

To be completed by all respondents

13. Are you currently . . . **(PLEASE CHECK ONE BOX ONLY)**

71

employed on a full-time basis . . . ☐ 1
employed on a part-time basis . . ☐ 2
not employed but waiting for job to start or awaiting recall . . . . . ☐ 3
not employed but looking for a job . . . . ☐ 4
} **(GO TO QUESTION 17)**

not employed and not looking for employment . . . . ☐ 5 } **(CONTINUE WITH QUESTION 14)**

14. For what main reason are you not looking for employment? **(PLEASE CHECK ONE BOX ONLY)**

72 - 73

Further education . . . . ☐ 01
Travel . . . . ☐ 02
Health . . . . ☐ 03
Home or family responsibilities . . . . ☐ 04
Poor job market . . . . ☐ 05
Other **(PLEASE SPECIFY)** . . . . ☐ 06

____

15. Did you ever look for employment **since starting** the program from which you received your most recent degree or diploma?

74

Yes . . . ☐ 1 **(GO TO QUESTION 17)**

No . . . . ☐ 2 **(CONTINUE WITH QUESTION 16)**

16. Have you ever been employed **since completing** the requirements for your most recent degree or diploma?

75

Yes . . . ☐ 1 **(GO TO SECTION D, QUESTION 23)**

No . . . . ☐ 2 **(GO TO SECTION E, QUESTION 37)**

17. When looking for employment, several sources are available for assistance. Some of the sources used most often are listed below. For each of the questions **please check the box if the answer is YES. (Check as many boxes as appropriate.**

	1. Did you use this approach?	2. If Yes, did you find this approach useful?	3. Did this approach result in at least one job offer?	
a) Private Employment Agencies	☐	☐	☐	76 - 80
b) Off-Campus Canada Employment Centre	☐	☐	☐	
c) On-Campus Placement/ Career Counselling Services	☐	☐	☐	
d) Newspaper/ Journal Media Ads	☐	☐	☐	CD2 9 - 33
e) Friends or Relatives	☐	☐	☐	
f) Write/ Telephone Employer	☐	☐	☐	
g) Walk-in Contacts with Employers	☐	☐	☐	
h) Professors and/ or Academic Departments	☐	☐	☐	
i) Former Employers	☐	☐	☐	
j) Co-op/ Internship Employers	☐	☐	☐	

18. For each of the following, please indicate the extent to which you could have used additional assistance in your job search. **(PLEASE CHECK ONE BOX ONLY FOR EACH STATEMENT)**

34 - 38

	Much More Assistance	Some More Assistance	No More Assistance	No Assistance Was Required
a) Career counselling	☐	☐	☐	☐
b) Preparing resumes	☐	☐	☐	☐
c) Developing interview skills	☐	☐	☐	☐
d) Using job search techniques (i.e. where and how to look for job opportunities)	☐	☐	☐	☐
e) Obtaining actual job leads (i.e. company names and addresses)	☐	☐	☐	☐

19. Please indicate when you began to search for your first employment after completing the requirements for your most recent degree or diploma. (If you began your search before completing the requirements, please still record the year and month when you began your search). **(PLEASE INDICATE BOTH YEAR AND MONTH)** 39 - 42

Year .... 19 ☐☐

Month .... ☐

20. Approximately how many **initial** contacts with different potential employers (either by phone, mail or in person) did you make from the time you started your job search until you accepted your first job? (If you have not found employment since graduation, please indicate total number of contacts until present time.) 43 - 45

Number of initial contacts .... ☐

21. How many first job interviews did these contacts generate? 46 - 48

Number of interviews .... ☐

22. How many actual job offers did you receive? 49 - 50

Number of job offers .... ☐

If you have NOT been employed, either full-time or part-time, since completing the requirements for your most recent degree or diploma, please go to Section E, Question 37.

SECTION D

To be completed ONLY by those currently employed, or those who have held at least one job, either full-time or part-time, since completing the requirements for their most recent degree or diploma. IF MORE THAN ONE JOB WAS HELD AT THE SAME TIME, PLEASE COMPLETE FOR THE JOB WHICH OCCUPIED THE MOST TIME PER WEEK.

23. When did you (or will you) start your first job after completing the requirements for your most recent degree or diploma? (If the job was obtained or started before completing the degree or diploma requirements, please still record the year and month the job was first started.) **(PLEASE RECORD YEAR AND MONTH)** 51 - 54

Year .... 19 ☐☐

Month .... ☐

24. In choosing your first full-time job, what are (were) the two most important criteria? **(Please indicate your 1st and 2nd choices by placing the appropriate numbers in the boxes below)** 55 - 58

1. Opportunity to work in the field of my choice
2. Opportunity to use my special abilities and aptitudes
3. Good salary
4. Opportunity for advancement
5. Stable, secure future
6. Opportunity to be helpful to others
7. Near places of residence
8. Only job I could get
9. To accompany spouse
10. To gain experience and learn skills
11. Other (PLEASE SPECIFY) ____________

1ST CHOICE ☐ 2ND CHOICE ☐

25. **Please describe the details of your first job since completing the requirements for your most recent degree or diploma according to the specifications outlined below. (IT IS IMPORTANT TO BE AS DETAILED AS POSSIBLE)**

58-62 a) JOB TITLE (e.g. Civil Engineer, Editorial Assistant, Systems Analyst, Social Worker)

b) What TYPE OF WORK do, or did you do? What are (or were) your main job duties? (e.g. Preparing Construction Plans, Editing Manuscripts, Designing Computer Systems, Client Counselling and Referral)

63-65 c) What kind of business, industry or service is this organization? (e.g. Building Construction, Magazine Publishing, Computer Software Rental and Sales, Regional Social Services). (IT IS IMPORTANT TO BE AS DETAILED AS POSSIBLE)

d) NAME OF ORGANIZATION? (If self-employed, please indicate)

66-71 e) CITY:

f) PROVINCE/STATE:

g) COUNTRY: (If outside Canada)

72 h) EMPLOYMENT STATUS (with this organization):

Full-time permanent (no specified termination date) .... ☐ 1
Full-time temporary (contract, interim, summer job, etc.) .... ☐ 2
Part-time (permanent or temporary) ..... ☐ 3

73 i) HOURS WORKED PER WEEK:

Less than 25 hrs/week .... ☐ 1
25 - 29 hrs/week .... ☐ 2
30 - 35 hrs/week .... ☐ 3
36 - 40 hrs/week .... ☐ 4
More than 40 hrs/week .... ☐ 5

26. **And what was your approximate starting salary? (If self employed, please indicate anticipated yearly income). (PLEASE CHECK ONE BOX ONLY)** 74-75

Less than $10,000 per year .... ☐ 01
$10,000 to $11,999/year .... ☐ 02
$12,000 to $13,999/year .... ☐ 03
$14,000 to $15,999/year .... ☐ 04
$16,000 to $17,999/year .... ☐ 05
$18,000 to $19,999/year .... ☐ 06
$20,000 to $21,999/year .... ☐ 07
$22,000 to $23,999/year .... ☐ 08
$24,000 to $25,999/year .... ☐ 09
$26,000 to $27,999/year .... ☐ 10
$28,000 to $29,999/year .... ☐ 11
$30,000 to $34,999/year .... ☐ 12
$35,000 to $39,999/year .... ☐ 13
$40,000 or more per year ...... ☐ 14

27a. **Did you work full-time or part-time for this employer before beginning, or during your most recent degree or diploma program?** 76

Yes, as a regular employee .... ☐ 1
Yes, as a co-op student .... ☐ 2
Yes, in a field placement or internship ...... ☐ 3
Yes, in a summer job .... ☐ 4
No .... ☐ 5

b. **IF YES, was that job about the same as your first job after completing the requirements for your most recent degree or diploma?** 77

Yes ...... ☐ 1
No .... ☐ 2

28. **Have you changed your type of work or job since completing the requirements for your most recent degree or diploma?** 78

Yes (current job or type of work is different from my first work) .. ☐ 1 **(CONTINUE WITH QUESTION 29)**
No (my current job is my first job) .... ☐ 2 **(GO TO QUESTION 33)**
Currently not employed .... ☐ 3 **(GO TO QUESTION 34a.)**

29. **When did you start your current job? (PLEASE INDICATE BOTH YEAR AND MONTH)** CD3

Year ..... 19 ☐☐ Month ... ☐ 9-12

13 **30a. Did you work full-time or part-time for this employer before starting, or during, your most recent degree or diploma program?**

Yes, as a regular employee .... ☐ 1
Yes, as a co-op student .... ☐ 2
Yes, in a field placement or internship ...... ☐ 3
Yes, in a summer job .... ☐ 4
No .... ☐ 5

b. If Yes, was that job about the same as your **current** job?

14
Yes ...... ☐ 1
No .... ☐ 2

31. Now please describe the details of your current job according to the specifications outlined below. (IT IS IMPORTANT TO BE AS DETAILED AS POSSIBLE)

15 - 18
a) JOB TITLE (e.g. Civil Engineer, Editorial Assistant, Systems Analyst, Social Worker)

____

b) What TYPE OF WORK do you do? What are your main duties? (e.g. Preparing Construction Plans, Editing Manuscripts, Designing Computer Systems, Client Counselling and Referral)

____

____

19 - 21 c) What kind of business, industry or service is this organization? (e.g. Building Construction, Magazine Publishing, Computer Software Rental and Sales, Regional Social Services). **(IT IS IMPORTANT TO BE AS DETAILED AS POSSIBLE)**

____

____

d) NAME OF ORGANIZATION?
(If self-employed, please indicate)

____

e) CITY:

22 - 27 ____________________________________

f) PROVINCE/STATE:

____

g) COUNTRY: (if outside Canada)

____

28 h) EMPLOYMENT STATUS (with this organization):

Full-time permanent (no specific termination date) .... ☐ 1
Full-time temporary (contract, interim, summer job, etc.) .... ☐ 2
Part-time (temporary or permanent) .... ☐ 3

i) HOURS WORKED PER WEEK: 29

Less than 25 hrs/week .... ☐ 1
25 - 29 hrs/week .... ☐ 2
30 - 35 hrs/week .... ☐ 3
36 - 40 hrs/week .... ☐ 4
More than 40 hrs/week .... ☐ 5

32. What were the two most important reasons for changing employment?
(PLEASE INDICATE YOUR 1ST AND 2ND CHOICES PLACING THE APPROPRIATE NUMBERS IN THE BOXES BELOW.)

1. Wanted a job in my field of study
2. Changed my career objectives/goals 30 - 33
3. Wanted to change location
4. Better salary
5. More appropriate for my career objectives
6. Better opportunity for advancement
7. Disliked/disillusioned with previous employment
8. More challenging/stimulating employment
9. To accompany spouse
10. Other (PLEASE SPECIFY)________________

1ST MOST IMPORTANT REASON ☐

2ND MOST IMPORTANT REASON ☐

33. If currently employed, please indicate your approximate current salary.
(PLEASE CHECK ONE BOX ONLY)

Less than $10,000 per year .... ☐ 01 34 - 35
$10,000 to $11,999/year .... ☐ 02
$12,000 to $13,999/year .... ☐ 03
$14,000 to $15,999/year .... ☐ 04
$16,000 to $17,999/year .... ☐ 05
$18,000 to $19,999/year .... ☐ 06
$20,000 to $21,999/year .... ☐ 07
$22,000 to $23,999/year .... ☐ 08
$24,000 to $25,999/year .... ☐ 09
$26,000 to $27,999/year .... ☐ 10
$28,000 to $29,999/year .... ☐ 11
$30,000 to $34,999/year .... ☐ 12
$35,000 to $39,999/year .... ☐ 13
$40,000 or more per year .... ☐ 14

34a. In terms of the type of job you were hoping to obtain upon completing the requirements for your most recent degree or diploma, how satisfied are (or were) you with your most recent job or position?

36
Very Satisfied .... ☐ 1
Quite Satisfied .... ☐ 2
Not Very Satisfied .... ☐ 3
Not at all Satisfied .... ☐ 4

34b. Still thinking of your most recent job, how satisfied are (or were) you with the following? **(PLEASE CHECK ONE BOX ONLY FOR EACH STATEMENT)**

		VERY SATISFIED	QUITE SATISFIED	NOT VERY SATISFIED	NOT AT ALL SATISFIED
	1) salary	☐	☐	☐	☐
37 - 40	2) opportunity for advancement	☐	☐	☐	☐
	3) opportunity for personal initiative	☐	☐	☐	☐
	4) opportunity for experience and learning skills	☐	☐	☐	☐

35. How related is (or was) your most recent job to the field of study of your most recent degree or diploma? **(PLEASE CHECK ONE BOX FOR EACH STATEMENT)**

		VERY RELATED	SOMEWHAT RELATED	NOT VERY RELATED	NOT AT ALL RELATED
41 - 42	a) In terms of program content and specific skills learned (e.g. lab techniques, translating, computer programming, design, etc.)	☐	☐	☐	☐
	b) In terms of general skills learned (e.g. written communication, solving problems, thinking conceptually and analytically, etc.)	☐	☐	☐	☐

36. Which of the following characterizes the education requirements of your most recent job? **(PLEASE CHECK ONE BOX ONLY, AND, IF APPLICABLE, NAME THE DEGREE OR DIPLOMA.)**

43 - 49 a) A specific degree or diploma was required by my employer ☐ 1 } What degree or diploma was required? ____________________

b) Any degree or diploma was required by my employer ☐ 2 } Please name any degree or diploma that was preferred over others ____________________

c) A degree or diploma was desireable (but not required) to my employer ☐ 3 } Please name any degree or diploma that was preferred over others ____________________

d) No degree or diploma was preferred or required by my employer ☐ 4

e) I do not know if a degree or diploma was required by my employer ☐ 5

SECTION E

To be answered by all respondents

One area of concern regarding public education in Ontario is the availability of post-secondary education to all who desire it. The following question on your parent(s) educational experience(s) will help the Ministry of Colleges and Universities address this issue.

37. Please indicate the highest level of education achieved for each of your parents (if applicable) by checking the appropriate box.

		Father		Mother	
50 - 53	**EDUCATION LEVEL OBTAINED**				
	No formal schooling (self taught)	☐	01	☐	01
	Some elementary schooling	☐	02	☐	02
	Completed elementary schooling	☐	03	☐	03
	Some secondary schooling	☐	04	☐	04
	Secondary school graduation certificate	☐	05	☐	05
	Apprenticeship or Journeyman	☐	06	☐	06
	Non-university certificate or diploma (e.g. College diploma, etc.)	☐	07	☐	07
	Some university experience	☐	08	☐	08
	Bachelors degree(s)	☐	09	☐	09
	Degree in medicine, dentistry or veterinary medicine (M.D., D.D.S. or D.M.D. or D.V.M.)	☐	10	☐	10
	Master's degree(s)	☐	11	☐	11
	Earned doctorate (e.g. PhD.)	☐	12	☐	12
	Other	☐	13	☐	13
	Not applicable (don't know)	☐	14	☐	14

THANK YOU

Ontario

Ministère de
l'Éducation

Ministère des
Collèges et
Universités

22e étage
Édifice Mowat
Queen's Park
Toronto, Ontario
M7A 2B4
(416) 965-6865

Division des affaires universitaires et étudiantes

Le 21 février 1983

Cher diplômé,
Chère diplômée,

Aujourd'hui plus que jamais, les étudiants se demandent ce que l'avenir leur réserve, une fois leurs diplômes obtenus. Quelles possibilités d'emploi vont s'offrir? Dans quels programmes sera-t-il possible de continuer son éducation? C'est vous, le(la) diplômé(e) récent(e), qui pouvez fournir la réponse à ces questions.

NOUS AVONS BESOIN DE VOTRE AIDE!!

Les établissements d'enseignement post-secondaires de l'Ontario en collaboration avec le ministère des Collèges et Universités ont donc décidé de mener un sondage auprès des diplômés de 1982. Nous vous demandons de bien vouloir remplir le questionnaire ci-joint. Vos réponses seront très utiles aux services d'orientation professionnelle.

Les renseignements que vous fournirez demeureront confidentiels et seront accessibles seulement à l'établissement où vous avez reçu votre diplôme et au ministère des Collèges et Universités de l'Ontario.

Nous vous prions de bien vouloir renvoyer le questionnaire dûment rempli dès que possible dans l'enveloppe affranchie ci-jointe. Toutes les réponses sont nécessaires pour garantir la validité du sondage.

Je vous remercie d'avance pour votre aide et votre coopération.

Le sous-ministre adjoint

Benson A. Wilson

Pièces jointes

DIRECTIVES

Veuillez lire attentivement les directives se rapportant à chaque question et cocher ☑ la case appropriée. Si aucune des réponses ne correspond à votre cas, inscrivez votre propre réponse à la suite de la question. Lorsqu'on vous demande de formuler une réponse, veuillez l'inscrire en lettres moulées pour qu'elle soit lisible. Suivez exactement les directives et ne répondez qu'aux questions qui s'appliquent à votre cas. Merci de votre collaboration.

SECTION A

Cette section doit être remplie par tous les répondants

1. Veuillez indiquer ci-bas:

9-11 a. Année de votre naissance ...... 19 __ __

b. Votre Sexe .... masculin ☐ 1

.... féminin ☐ 2

2a. Quand avez-vous terminé le programme préparant à votre grade ou diplôme le plus récent? **(INDIQUER L'ANNÉE ET LE MOIS)** 12-15

Année .... 19 __ __

Mois ....

b. Quand avez-vous reçu ce grade ou diplôme, c'est-à-dire quand vous a-t-il été rémis? **(INDIQUER L'ANNÉE ET LE MOIS)** 16-19

Année .... 19 __ __

Mois ....

3. Quel grade ou diplôme avez-vous reçu? **(NE COCHER QU'UNE SEULE CASE)** 20-21

Baccalauréat général - 3 ans .... ☐ 01

Baccalauréat spécialisé - 4 ans (comprend le B.Ed. de 4 ans) .... ☐ 02

B.Ed. (1 an seulement) .... ☐ 03

M.D./D.D.S./L.L.B./L.L.L./O.D./D.V.M./M.Div. .... ☐ 04

Maîtrise (sauf M.Div.) .... ☐ 05

Doctorat .... ☐ 06

Diplôme/Certificat .... ☐ 07

Autre (PRÉCISER) .... ☐ 08

____

4a. Veuillez préciser le genre de grade ou diplôme que vous avez reçu (ex.: maîtrise en sciences appliquées, baccalauréat en éducation, baccalauréat en commerce). **(SOYEZ LE PLUS PRÉCIS POSSIBLE)** 22-23

GRADE/
DIPLÔME __________________________

b. Quel était votre principal domaine d'études? Soyez le plus précis possible (ex.: génie civil plutôt que simplement génie ou langues slaves plutôt que langues). Si vous aviez deux disciplines majeures, indiquez ces deux domaines d'études. 24-29

DOMAINE(S) 1. ____________________
D'ÉTUDES 2. ____________________

5a. Étiez-vous inscrit à . . . **(NE COCHER QU'UNE SEULE CASE)** 30

un programme ordinaire? .... ☐ 1

un programme d'éducation coopérative? .... ☐ 2

un programme ordinaire exigeant de l'expérience pratique et (ou) un stage .... ☐ 3

b. Lorsque vous prépariez votre grade ou votre diplôme le plus récent, étiez-vous. . . **(NE COCHER QU'UNE SEULE CASE)** 31

étudiant à temps plein seulement? ..... ☐ 1

étudiant à temps partiel ou du programme d'éducation permanente seulement? .... ☐ 2

les deux: étudiant à temps plein et étudiant à temps partiel ou du programme d'éducation permanente? .... ☐ 3

autre? (PRÉCISER) .... ☐ 4

____

c. Avez-vous reçu d'autres grades ou diplômes d'études post-secondaires? 32

Oui .... ☐ 1

Non .... ☐ 2

(LES ÉNUMÉRER ET PRÉCISER L'ANNÉE): 33-42

____

____

____

6. Pendant combien de temps avez-vous travaillé **depuis la fin de vos études secondaires** dans chacune des catégories d'emploi suivants? **(EN MOIS)** 43-54

a) Emplois d'été à temps plein (25 heures ou plus par semaine) .... ☐ MOIS

b) Emplois à temps partiel y compris l'été (moins de 25 heures par semaine) ..... ☐ MOIS

c) Emplois à temps plein (exclure les emplois d'été ☐ MOIS

d) Stage, programme coopératif ou internat .... ☐ MOIS

7. Êtes-vous actuellement inscrit à temps plein ou à temps partiel à un cours ou un programme d'études post-secondaires (y compris un programme ou un cours préparant à un certificat professionel)? 55

Oui .. ☐ 1 **PASSER À LA SECTION B, QUESTION 8**

Non. .. ☐ 2 **PASSER À LA SECTION C, QUESTION 13**

SECTION B

Cette section doit être remplie uniquement par les personnes actuellement inscrites à temps plein ou partiel à un cours ou un programme d'études post-secondaires, un programme d'études post-doctorales ou un programme préparant à un certificat professionel.

8. Parmi les cours ou programmes d'études post-secondaires suivants, quel est celui auquel vous êtes inscrit? **(NE COCHER QU'UNE SEULE CASE)** 56-57

Cours ne préparant pas à un grade/diplôme .... ☐ 01
Cours polytechnique .... ☐ 02
Collège communautaire/École professionelle .... ☐ 03
1er cycle (comprend l'année de rattrapage) .... ☐ 04
Certificat professionnel (ex.: ca) .... ☐ 05
Formation des enseignants .... ☐ 06
M.D./D.D.S./L.L.B./L.L.L./O.D./D.V.M./D.DIV. .... ☐ 07
2^{e} ou 3^{e} (sauf M.Div.) .... ☐ 08
Études post-doctorales............... ☐ 09
Autre **(PRÉCISER)** .... ☐ 10

9. À quel type de programme êtes-vous actuellement inscrit? 58

programme ordinaire .... ☐ 1
programme d'éducation coopérative ... ☐ 2
autre **(PRÉCISER)** .... ☐ 3

____

10. Êtes-vous actuellement inscrit. . .**(NE COCHER QU'UNE SEULE CASE)** 59

à temps plein? .... ☐ 1
à temps partiel/à un programme d'éducation permanente? .... ☐ 2
à un cours par correspondance? .... ☐ 3

11a. Veuillez indiquer, s'il y a lieu, à quel programme préparant à un grade, diplôme ou certificat vous êtes actuellement inscrit (par ex.: baccalauréat en éducation, maîtrise en sciences, doctorat, diplôme en administration des affaires). **(SOYEZ LE PLUS PRÉCIS POSSIBLE)** 60-61

GRADE/
DIPLÔME/
CERTIFICAT: ______________________

b. Quel est votre principal domaine d'études? Soyez le plus précis possible (par ex.: physique corpusculaire, biologie moléculaire, journalisme, mécanique automobile). 62-64

DOMAINE D'ÉTUDES
OU COURS: ______________________

c. Nom de l'établissement que vous fréquentez actuellement: 65-66

INSTITUTION: ______________________

12. Quelles sont les raisons qui ont le plus influencé votre décision de poursuivre vos études? **(INDIQUER LES DEUX PLUS IMPORTANTES EN INSCRIVANT LE NUMÉRO CORRESPONDANT DANS LES CASES CI-DESSOUS).** 67-70

1. L'emploi souhaité exigeait des études plus poussées
2. Je désirais étudier plus à fond un domaine précis
3. Je ne parvenais pas à trouver un emploi convenable
4. D'autres m'encourageaient à poursuivre mes études
5. Par intérêt général
6. Autre **(PRÉCISER)**

____

1er RAISON ☐ 2^{e} RAISON ☐

SECTION C

Cette section doit être remplie par tous les répondants

13. Êtes-vous actuellement. . .**(NE COCHER QU'UNE SEULE CASE)**

71

employé à temps plein	☐	1	**PASSER À LA QUESTION 17**
employé à temps partiel	☐	2	
sans emploi mais vous attendez que l'emploi commence ou qu'on vous rappelle	☐	3	
sans emploi mais vous cherchez du travail	☐	4	
sans emploi et vous n'en cherchez pas	☐	5	**PASSER À LA QUESTION 14**

14. Quelle est la raison principale pour laquelle vous ne cherchez pas d'emploi? **(COCHER UNE SEULE CASE)**

72-73

Poursuite de mes études	☐	1
Voyages	☐	2
Santé	☐	3
Responsabilités de famille	☐	4
Rareté des emplois	☐	5
Autre **(PRÉCISER)**	☐	6

---

15. Avez-vous cherché un emploi **après avoir commencé** le programme préparant à votre grade ou diplôme le plus récent?

74

Oui. . . ☐ 1 **PASSER À LA QUESTION 17**

Non. . . ☐ 2 **PASSER À LA QUESTION 16**

16. Avez-vous travaillé **après avoir terminé** le programme préparant à votre grade ou votre diplôme le plus récent?

75

Oui. . . ☐ 1 **PASSER À LA QUESTION 23, SECTION D**

Non. . . ☐ 2 **PASSER À LA QUESTION 37, SECTION E**

17. Il existe bien des façons de s'y prendre pour chercher un emploi. **Indiquez celles que vous avez utilisées en cochant les cases correspondantes:**

	1. Avez-vous utilisé cette méthode?	2. **Dans l'affirmative,** l'avez-vous trouvée efficace?	3. En est-il résulté une offre d'emploi?	
a) Bureaux de placement privés	☐	☐	☐	76-80
b) Centre d'emploi du Canada hors du campus	☐	☐	☐	
c) Bureau de placement ou d'orientation du campus	☐	☐	☐	
d) Annonces (journaux et autres)..........	☐	☐	☐	CD2 9-33
e) Amis ou parents	☐	☐	☐	
f) Lettres ou appels téléphoniques à des employeurs.....	☐	☐	☐	
g) Visites à des employeurs........	☐	☐	☐	
h) Professeurs ou facultés...........	☐	☐	☐	
i) Anciens employeurs	☐	☐	☐	
j) Employeurs où vous avez fait un stage...........	☐	☐	☐	

18. Pour chacune des activités suivantes, veuillez indiquez dans quelle mesure vous auriez eu besoin de plus d'aide pour chercher un emploi. **(VOIR LE BARÈME QUI SUIT CETTE QUESTION. INSCRIVEZ LE CHIFFRE QUI CORRESPOND À VOTRE RESPONSE)**

34 - 38

	beaucoup plus d'aide	un peu plus d'aide	aucune aide supplémentaire	n'ai pas eu besoin d'aide
a) Orientation professionnelle	☐	☐	☐	☐
b) Préparation de curriculum vitae	☐	☐	☐	☐
c) Comportement durant les entrevues	☐	☐	☐	☐
d) Techniques de recherche d'emploi (où et comment découvrir les possibilités d'emploi.) ...	☐	☐	☐	☐
e) Nom et adresse de compagnies où s'adresser	☐	☐	☐	☐

19. Quand avez-vous commencé à chercher votre premier emploi après avoir terminé le programme préparant à votre grade ou diplôme le plus récent? (Si vous avez commencé à chercher un emploi avant la fin du programme, indiquez quand même la date où vous avez commencé à chercher). **(INDIQUER L'ANNÉE ET LE MOIS)** 39 - 42

Année .... 19☐☐

Mois .... ☐

20. Environ combien de **premiers** contacts avec différents employeurs éventuels (que ce soit par téléphone, par correspondance ou en personne) avez-vous pris entre le moment où vous avez commencé à chercher un emploi et celui où vous avez accepté votre premier emploi? (Si vous n'avez pas travaillé depuis l'obtention de votre diplôme, veuillez inscrire le nombre total de contacts pris jusqu'à présent). 43 - 45

Nombre de contacts initiaux .... ☐

21. Combien d'entrevues ont résulté de ces contacts? 46 - 48

Nombre d'entrevues .... ☐

22. Combien d'offres d'emploi avez-vous reçues? 49 - 50

Nombre d'offres d'emploi .... ☐

Si vous n'avez travaillé NI à temps plein NI à temps partiel, après avoir terminé le programme préparant à votre grade ou diplôme le plus récent, veuillez passer à la question 37, Section E.

SECTION D

Cette section doit être remplie UNIQUEMENT par les personnes qui ont actuellement un emploi, ou celles qui ont déjà eu au moins un emploi, à temps plein ou partiel, après avoir terminé le programme préparant à leur grade ou diplôme le plus récent. SI VOUS AVEZ OCCUPÉ PLUS D'UN EMPLOI À LA FOIS, VOS RÉPONSES DOIVENT SE RAPPORTER À CELUI QUI COMPTAIT LE PLUS D'HEURES DE TRAVAIL PAR SEMAINE.

23. Quand a commencé (ou commencera) le premier emploi que vous avez obtenu après avoir terminé le programme préparant à votre grade ou diplôme le plus récent? **(INDIQUER L'ANNÉE ET LE MOIS).** Si vous l'avez obtenu ou avez commencé à travailler avant la fin de votre programme d'études, veuillez quand même indiquer la date où vous avez commencé. 51 - 54

Année .... 19☐☐

Mois .... ☐

24. Quels critères ont déterminé (ou détermineront) le choix de votre premier emploi? **(Indiquer les deux plus importants en inscrivant les numéros correspondants dans les cases ci-dessous)** 55 - 58

1. Possibilité de travailler dans le domaine de mon choix
2. Possibilité de mettre en pratique mes capacités et mes aptitudes
3. Bon salaire
4. Possibilités d'avancement
5. Stabilité et sécurité
6. Possibilité d'aider les autres
7. Près de l'endroit où j'habite
8. Le seul emploi que j'ai pu trouver
9. Pour pouvoir accompagner ma femme (mon mari)
10. Pour acquérir une formation et de l'expérience
11. Autre **(PRÉCISER)** ____________________

____

1er et principal critère ☐ 2e critère ☐

25. **Veuillez décrire le premier emploi que vous avez occupé après avoir terminé le programme préparant à votre grade ou diplôme le plus récent, en fournissant les renseignements demandés ci-dessous. (IL EST IMPORTANT D'ÊTRE LE PLUS PRÉCIS POSSIBLE)**

59-62 a) TITRE DU POSTE (ex.: analyste de systèmes, ingénieur civil, rédacteur adjoint, travailleur social)

____

b) Quel GENRE DE TRAVAIL faites-vous, ou faisiez-vous? Quelle(s) est (sont) ou étai(en)t votre (vos) fonction(s) principale(s)? (ex.: concevoir de systèmes informatiques, préparer des plans, reviser des manuscrits, conseiller et aiguiller des clients)

____

63-65 c) De quel genre d'entreprise, d'industrie ou de service s'agit-il? (ex.: location et vente de logiciels, construction d'immeubles, publication de revues, agence régionale de services sociaux). **(IL EST IMPORTANT D'ÊTRE LE PLUS PRÉCIS POSSIBLE)**

____

____

____

____

d) NOM DE L'ENTREPRISE? (Si vous êtes à votre compte, veuillez l'indiquer)

____

66-71 e) VILLE:

____

f) PROVINCE/ÉTAT:

____

g) PAYS: (si c'est à l'extérieur du Canada)

____

72 h) CATÉGORIE D'EMPLOI (chez cet employeur):

Permanent à temps plein (ne prend pas fin à une date donnée) .... ☐ 1

Temporaire à temps plein (contrat, intérim, emploi d'été etc.) .... ☐ 2

À temps partiel (permanent ou temporaire) .... ☐ 3

73 i) NOMBRE D'HEURES DE TRAVAIL PAR SEMAINE:

Moins de 25 h .... ☐ 1

25 à 29 h .... ☐ 2

30 à 35 h .... ☐ 3

36 à 40 h .... ☐ 4

Plus de 40 h .... ☐ 5

26. Quel était votre salaire initial approximatif? (Si vous êtes à votre compte, indiquez vos gains annuels prévus). **(NE COCHER QU'UNE SEULE CASE)** 74-75

Moins de $10,000 par an ...... ☐ 01

$10,000 à $11,999 par an ...... ☐ 02

$12,000 à $13,999 par an ...... ☐ 03

$14,000 à $15,999 par an ...... ☐ 04

$16,000 à $17,999 par an ...... ☐ 05

$18,000 à $19,999 par an ...... ☐ 06

$20,000 à $21,999 par an ...... ☐ 07

$22,000 à $23,999 par an ...... ☐ 08

$24,000 à $25,999 par an ...... ☐ 09

$26,000 à $27,999 par an ...... ☐ 10

$28,000 à $29,999 par an ...... ☐ 11

$30,000 à $34,999 par an ...... ☐ 12

$35,000 à $39,999 par an ...... ☐ 13

$40,000 ou plus par an ...... ☐ 14

27a. Aviez-vous travaillé à temps plein pour cet employeur avant de commencer le programme préparant à votre grade ou diplôme le plus récent ou pendant le programme? 76

Oui, employé permanent .... ☐ 1

Oui, dans le cadre de l'éducation coopérative .... ☐ 2

Oui, en stage professionel ou internat .... ☐ 3

Oui, en été .... ☐ 4

Non .... ☐ 5

b. **Dans l'affirmative,** cet emploi était-il à peu près le même que le premier emploi que vous avez eu **après avoir terminé** le programme préparant à votre grade ou diplôme le plus récent? 77

Oui .... ☐ 1

Non .... ☐ 2

28. Avez-vous changé d'emploi (c'est-à-dire de genre de travail) depuis que vous avez terminé le programme préparant à votre grade ou diplôme le plus récent? 78

Oui (mon emploi actuel ou le genre de travail que je fais est différent de mon premier emploi ou du travail que je faisais) .... ☐ 1 **PASSER À LA QUESTION 29**

Non (mon emploi actuel est mon premier emploi) .... ☐ 2 **PASSER À LA QUESTION 33**

Actuellement sans emploi .... ☐ 3 **PASSER À LA QUESTION 34a**

29. Depuis quand avez-vous votre emploi actuel? **(INDIQUER L'ANNÉE ET LE MOIS)** CD3

Année .... 19☐☐ Mois ..... ________ 9-12

13 **30a.** **Aviez-vous travaillé à temps plein chez cet employeur avant de commencer le programme préparant à votre grade ou diplôme le plus récent ou pendant le programme?**

Oui, employé permanent .... ☐ 1
Oui, dans le cadre de l'éducation coopérative .... ☐ 2
Oui, en stage professionnel ou internat .... ☐ 3
Oui, en été .... ☐ 4
Non .... ☐ 5

b. **Si, oui, votre emploi était-il le même que votre emploi actuel?** 14

Oui .... ☐ 1
Non .... ☐ 2

31. Veuillez décrire votre emploi **actuel,** en fournissant les renseignements demandés ci-dessous. **(IL EST IMPORTANT D'ÊTRE LE PLUS PRÉCIS POSSIBLE)** 15 18

a) TITRE DU POSTE (ex.: analyste de systèmes, ingénieur civil, rédacteur adjoint, travailleur social)

b) Quel GENRE DE TRAVAIL faites-vous? Quelles sont vos principales fonctions? (ex.: concevoir des systèmes informatiques, préparer des plans, réviser des manuscrits, conseiller et aiguiller des clients)

19 - 21 c) De quel genre d'entreprise, d'industrie ou de service s'agit-il? (ex.: location et vente de logiciels, construction d'immeubles, publication de revues, agence régionale de services sociaux). **(IL EST IMPORTANT D'ÊTRE LE PLUS PRÉCIS POSSIBLE)**

d) NOM DE L'ENTREPRISE? (si vous êtes à votre compte, veuillez l'indiquer)

e) VILLE:

22 - 27

f) PROVINCE/ÉTAT:

g) PAYS: (si c'est à l'extérieur du Canada)

h) CATÉGORIE D'EMPLOI (chez cet employeur): 28

Permanent à temps plein (ne prend pas fin à une date donnée) .... ☐ 1
Temporaire à temps plein (contrat, intérim, emploi d'été, etc.) .... ☐ 2
À temps partiel (permanent ou temporaire) .... ☐ 3

i) Nombre d'heures de travail **par semaine:**

Moins de 25 h .... ☐ 1
25 à 29 h .... ☐ 2
30 à 35 h .... ☐ 3
36 à 40 h .... ☐ 4
Plus de 40 h .... ☐ 5

32. **Quelles étaient les principales raisons pour lesquelles vous avez changé d'emploi? (INDIQUER LES DEUX PLUS IMPORTANTES EN INSCRIVANT LE CHIFFRE CORRESPONDANT DANS LES CASES CI-DESSOUS.)**

1. Souhaitais un emploi correspondant à mon domaine d'études
2. Envisageais une autre carrière 30 - 33
3. Souhaitais changer d'endroit
4. Meilleur salaire
5. Répondait mieux à mes ambitions professionnelles
6. Meilleures possibilités d'avancement
7. Ancien emploi me déplaisait/m'a déçu
8. Travail plus enrichissant/stimulant
9. Pour accompagner ma femme (mon mari)
10. Autre **(PRÉCISER)** ____________

1er et principale raison ☐
2e raison ☐

33. **Si vous avez un emploi actuellement, veuillez indiquer votre salaire actuel approximatif. (NE COCHER QU'UNE SEULE CASE)** 34 - 35

Moins de $10,000 par an ..... ☐ 01
$10,000 à $11,999 par an ..... ☐ 02
$12,000 à $13,999 par an ..... ☐ 03
$14,000 à $15,999 par an ..... ☐ 04
$16,000 à $17,999 par an ..... ☐ 05
$18,000 à $19,999 par an ..... ☐ 06
$20,000 à $21,999 par an ..... ☐ 07
$22,000 à $23,999 par an ..... ☐ 08
$24,000 à $25,999 par an ..... ☐ 09
$26,000 à $27,999 par an ..... ☐ 10
$28,000 à $29,999 par an ..... ☐ 11
$30,000 à $34,999 par an ..... ☐ 12
$35,000 à $39,999 par an ..... ☐ 13
$40,000 ou plus par an ..... ☐ 14

34a. Êtes-vous (ou étiez-vous) satisfait de votre emploi le plus récent dans la mesure où il correspondait à l'emploi que vous espériez trouver après avoir terminé le programme préparant à votre grade ou diplôme le plus récent? 36

très satisfait .... ☐ 1
satisfait .... ☐ 2
pas très satisfait .... ☐ 3
pas du tout satisfait .... ☐ 4

34b. Toujours en ce qui concerne votre emploi le plus récent, dans quelle mesure êtes-vous (ou étiez-vous) satisfait? **(NE COCHER QU'UNE SEULE CASE PAR RUBRIQUE)**

37-40

	TRÈS SATISFAIT	SATISFAIT	PAS DU TOUT SATISFAIT	PAS TRÈS SATISFAIT
1) du salaire	☐	☐	☐	☐
2) des possibilités d'avancement	☐	☐	☐	☐
3) des possibilités de prendre des initiatives	☐	☐	☐	☐
4) des possibilités d'acquérir une formation et de l'expérience	☐	☐	☐	☐

35. Votre emploi le plus récent se rapporte-t-il (ou se rapportait-il) aux études que vous avez faites en vue d'obtenir votre grade ou votre diplôme le plus récent? **(COCHER UNE SEULE CASE PAR RUBRIQUE)**

41-42

	TOUT À FAIT	UN PEU	TRÈS PEU	PAS DU TOUT
a) sur le plan du contenu du programme et des techniques apprises (par exemple techniques de laboratoire, traduction, programmation d'ordinateur, conception, etc.)	☐	☐	☐	☐
b) sur le plan des compétences d'ordre général (par exemple rédaction, solution de problèmes, conceptualisation et analyse, etc.)	☐	☐	☐	☐

36. Laquelle des rubriques suivantes correspond aux exigences de votre employeur le plus récent en ce qui concerne les études? **(COCHER UNE SEULE CASE ET, S'IL Y A LIEU, INDIQUER LE TITRE DU GRADE OU DU DIPLÔME EXIGÉ.)**

43-49

a) Mon employeur exigeait un grade ou un diplôme précis ☐ 1 — Quel grade ou diplôme était exigé? ____________________

b) Mon employeur exigeait n'importe quel grade ou diplôme ☐ 2 — Quel grade ou diplôme préférait-on? ____________________

c) Il était souhaitable d'avoir un grade ou un diplôme mais mon employeur ne l'exigeait pas ☐ 3 — Quel grade ou diplôme préférait-on? ____________________

d) Mon employeur ne préférait ni n'exigeait aucun grade ni diplôme ☐ 4

e) Je ne sais pas si mon employeur exigeait un grade ou un diplôme ☐ 5

SECTION E

Cette section doit être remplie par tous les répondants

L'une des préoccupations en Ontario, en ce qui concerne l'éducation publique, est l'accessibilité de l'éducation postsecondaire à tous ceux qui désirent poursuivre leurs études. Vos réponses aux questions qui suivent sur l'éducation de vos parents permettront au ministère des Collèges et Universités de répondre à cette préoccupation.

37. Indiquez le niveau d'instruction de vos père et (ou) mère en cochant la case appropriée.

50-53

NIVEAU D'INSTRUCTION	**père**	**mère**
Aucune scolarité (autodidacte)	☐ 01	☐ 01
Quelques années d'école élémentaire	☐ 02	☐ 02
École élémentaire complétée	☐ 03	☐ 03
Quelques années d'études secondaires	☐ 04	☐ 04
Diplôme d'études secondaires	☐ 05	☐ 05
Certificat d'apprentissage ou de qualification dans un métier	☐ 06	☐ 06
D'autres cours, certificat ou diplôme non universitaire	☐ 07	☐ 07
Quelques études universitaires	☐ 08	☐ 08
Diplôme universitaire du premier cycle	☐ 09	☐ 09
Diplôme de médecine, dentisterie ou sciences vétérinaires (M.D., D.D.S. ou D.M.D. ou D.V.M.)	☐ 10	☐ 10
Maîtrise (s)	☐ 11	☐ 11
Doctorat (ex.: PhD.)	☐ 12	☐ 12
Autre	☐ 13	☐ 13
Sans objet (je ne sais pas)	☐ 14	☐ 14

MERCI

ENGLISH AND FRENCH REMINDER CARDS

1982 Ontario University Graduate
Employment Survey
P.O. Box 156
Waterloo, Ontario N2J 9Z9

Étude sur les emplois occupés par les diplômés de 1982

Madame, Mademoiselle, Monsieur,

Nous avons récemment envoyé un questionnaire à tous ceux qui ont obtenu en 1982 un diplôme d'un collège ou d'une université de l'Ontario. Si vous avez déjà rempli et renvoyé le vôtre, nous vous remercions une fois de plus de votre collaboration.

Si vous n'avez pas encore eu la possibilité de le faire, nous vous saurions gré de bien vouloir prendre quelques minutes pour répondre aux questions posées. Il nous faut sans retard le plus de réponses possibles. Si pour une raison quelconque vous n'avez pas reçu le questionnaire, nous vous en enverrons un autre dans une ou deux semaines. Veuillez le remplir et nous le renvoyer dans les plus brefs délais.

Nous vous remercions de la contribution que vous apporterez à cet important projet.

1982 Ontario University Graduate
Employment Survey
P.O. Box 156
Waterloo, Ontario N2J 9Z9

Employment Survey of 1982 Graduates

Dear Graduate:

We recently mailed a survey questionnaire to all 1982 graduates from Ontario colleges and universities. If you have already completed and returned it, we would like to take this opportunity to thank you once again for your co-operation.

If you have not yet had an opportunity to complete the survey, please take a few minutes to answer the questions. We urgently need as many replies as possible. If for some reason you did not receive a copy of the questionnaire, a second copy will be mailed in the next week or two. Please return the completed questionnaire as soon as possible.

Thank you for your assistance in this important project.

ENGLISH AND FRENCH REMINDER NOTICES

Cher diplômé,
Chère Diplômée,

Afin de nous assurer que les résultats du sondage sur l'emploi des diplômés de 1982 auront le plus de valeur possible, nous envoyons une deuxième copie du questionnaire aux diplômés dont nous n'avons pas encore reçu de réponse.

Si vous avez déjà retourné le questionnaire, nous vous en rémercions et vous prions d'ignorer cette requête. Toutefois, si vous avez égaré, ou si vous n'avez jamais reçu le premier envoi, nous vous demandons de bien vouloir remplir et renvoyer le questionnaire ci-joint le plus vite possible.

Les renseignements que vous fournirez demeureront confidentiels et seront accessibles seulement à l'établissement où vous avez reçu votre diplôme et au ministère des Collèges et Universités de l'Ontario.

Je vous remercie d'avance pour votre aide et votre co-opération.

Dear Graduate: March 15, 1983

In an effort to make the 1982 Graduate Employment Survey as complete and reliable as possible, we are sending a second copy of the survey questionnaire to those graduates from whom we have not yet had a response. If you have already returned the questionnaire, may we take this opportunity to thank you. If, however, you have lost, mislaid, or never received it, please complete and return the enclosed copy as soon as possible.

We can assure you that the information you provide will be treated in the strictest confidence and will be made available only to the institution from which you graduated and the Ministry of Colleges and Universities.

Thank you for your co-operation and assistance in this important project.

APPENDIX D

TO ACCOMPANY EACH QUESTIONNAIRE

Hello. My name is ______________________________ and I am working for Social Data Research. We are conducting a study for the Ministry of Colleges and Universities and the Ontario Universities about last year's University graduates. I understand you graduated from ________________ in the spring of 1982. Is that correct? (If YES, continue./ If NO, terminate.) Did you receive our questionnaire? (If YES) Have you had a chance to fill it out and return it yet, (If NO or doesn't have a questionnaire) Would you have a few minutes to answer a few questions now? Your answers are treated strictly confidentially and all the analysis is done at a group level. The Ministry is very interested in, and concerned about, what University graduates do after they graduate. (If Respondent agrees to take part, proceed to work through the Graduate Survey.)

INTERVIEWING GUIDELINES

(1) Re-word where appropriate - i.e. 1. Please tell me your year of birth.

(2) Q12, Q14, Q24, Q32 - Ask as open ended questions - i.e. Please tell me why you decided to continue your education, etc., and circle reasons given or write in verbatim other reasons given.

(3) Q8 - Ask as an open ended question - In which post-secondary courses or programs are you enrolled? - then circle or write in the one given - probe using the list if the answer is not clear.

(4) Q17 - When you were looking for employment, how did you go about it? Read each category and circle the answers given - for each approach the respondent gives ask: (2) did you find this approach useful?
(3) did this approach result in at least one job offer?

Telephone Interview Contact Sheet

I.D. # __________

NAME: __________

ADDRESS: __________

____

____

PHONE # __________

DATE OF CONTACT: __________

STATUS

CALLBACK	**TELEPHONE INT. COMPLETE**	**TELEPHONE INT. NOT COMPLETED (WHY)**
1.		
2.		
3.		

I.D. # __________

NAME: __________

ADDRESS: __________

____

____

____

PHONE # __________

DATE OF CONTACT: __________

STATUS

CALLBACK	**TELEPHONE INT. COMPLETE**	**TELEPHONE INT. NOT COMPLETED (WHY)**
1.		
2.		
3.		

APPENDIX E

BIAS TABLES

COMPARISONS FOR SEX

Brock	Actual	GES
Male	40.0	37.0
Female	60.0	61.3
Unknown	-	01.7

Carleton	Actual	GES
Male	51.8	49.6
Female	48.2	49.5
Unknown	-	00.9

Guelph	Actual	GES
Male	49.8	47.5
Female	50.2	51.8
Unknown	-	00.7

Lakehead*	Actual	GES
Male	53.0	49.8
Female	47.0	49.5
Unknown	-	00.7

Laurentian	Actual	GES
Male	39.3	37.2
Female	60.7	61.2
Unknown	-	01.6

McMaster	Actual	GES
Male	50.9	50.0
Female	49.1	49.4
Unknown	-	00.6

OCA	Actual	GES
Male	43.7	33.3
Female	56.3	65.7
Unknown	-	01.0

Trent	Actual	GES
Male	47.2	39.7
Female	52.8	58.4
Unknown	-	01.9

BIAS TABLES (CONTINUED)

CAMPARISONS FOR SEX

Toronto*	Actual	Ges
Male	48.9	46.1
Female	51.1	53.2
Unknown	-	00.7

Waterloo	Actual	GES
Male	64.9	63.8
Female	35.1	35.2
Unknown	-	01.0

Western	Actual	GES
Male	48.9	45.8
Female	52.1	53.2
Unknown	-	01.0

Windsor	Actual	GES
Male	52.7	45.1
Female	47.3	53.3
Unknown	-	01.6

York	Actual	GES
Male	49.9	47.1
Female	49.9	52.0
Unknown	00.2	02.9

Ryerson	Actual	GES
Male	*	47.4
Female	*	51.4
Unknown		01.2

* Tables not supplied by university.

BIAS TABLES

COMPARISONS FOR LANGUAGE

Laurentian	Actual	GES
French	18.5	14.4
English	81.5	85.6
Ottawa		
French	49.1	47.5
English	50.9	51.5

BIAS TABLES

COMPARISONS FOR LEVEL OF DEGREE* (CONTINUED)

Institution	Level of Degree or Diploma	Actual	GES
Queen's	Bachelors (3 year/4 year)	63.5	67.1
	B. Ed.	17.9	16.1
	Graduate (Masters/Ph.D.)	09.4	07.8
	Professional	08.2	06.4
	Other (Diploma's, Certificates etc.)	01.0	01.4
	Unknown	-	01.2
Toronto	Bachelors (3 year/4 year)	62.1	62.1
	B. Ed.	13.5	13.0
	Graduate (Masters/Ph.D.)	12.4	12.8
	Professional	08.6	08.4
	Other (Diploma's, Certificates etc.)	03.3	03.7
	Unknown	-	-
Trent	Bachelors (3 year/4 year)	97.1	97.0
	B. Ed.	-	-
	Graduate (Masters/Ph.D.)	-	-
	Professional	-	-
	Other (Diploma's, Certificates etc.)	03.4	00.4
	Unknown	-	02.6
Waterloo	Bachelors (3 year/4 year)	92.8	91.8
	B. Ed.	-	-
	Graduate (Masters/Ph.D.)	07.2	08.0
	Professional	-	-
	Other	-	-
	Unknown	-	01.0
Western	Bachelors (3 year/4 year)	58.9	59.9
	B. Ed.	15.7	16.7
	Graduate (Masters/Ph.D.)	14.3	13.0
	Professional	07.9	06.9
	Other (Diploma's, Certificates etc.)	03.3	02.5
	Unknown	-	01.0
Windsor	Bachelors (3 year/4 year)	68.0	70.6
	B. Ed.	11.7	10.9
	Graduate (Masters/Ph.D.)	10.7	10.6
	Professional	09.6	07.0
	Other (Diploma's, Certificates etc.)	-	-
	Unknown	-	00.9

BIAS TABLES

COMPARISONS FOR LEVEL OF DEGREE*

Institution	Level of Degree or Diploma	Actual	GES
Brock	Bachelors (3 year/4 year)	49.2	57.6
	B. Ed.	40.7	31.8
	Graduate (Masters/Ph.D.)	09.3	09.2
	Professional	-	-
	Other (Diploma's, Certificates etc.)	00.7	00.7
	Unknown	-	-
Carleton	Bachelors (3 year/4/ year)	77.9	82.8
	B. Ed.	-	-
	Graduate	11.9	11.0
	Professional	07.1	-
	Other (Diploma's, Certificates etc.)	03.1	05.8
	Unknown	-	00.5
Guelph	Bachelors (3 year/4 year)	80.1	79.7
	B. Ed.	-	-
	Graduate (Masters/Ph.D.)	-	-
	Professional	07.8	07.6
	Other (Diploma's, Certificates etc.)	12.2	12.0
	Unknown	-	00.6
Lakehead	Bachelors (3 year/4 year)	61.8	65.6
	B. Ed.	18.4	16.4
	Graduate (Masters/Ph.D.)	06.0	04.7
	Professional	-	-
	Other (Diploma's, Certificates etc.)	13.9	13.1
	Unknown	-	00.5
Laurentian	Bachelors (3 year/4 year)	54.2	60.8
	B. Ed.	33.3	29.4
	Graduate (Masters/Ph.D.)	00.9	01.8
	Professional	-	-
	Other (Diploma's, Certificates etc.)	11.6	05.6
	Unknown	-	02.3
McMaster	Bachelors (3 year/4 year)	83.7	81.1
	B. Ed.	-	-
	Graduate (Masters/Ph.D.)	10.4	10.9
	Professional	04.8	04.2
	Other (Diploma's, Certificates etc.)	01.0	02.9
	Unknown	-	00.8

BIAS TABLES

COMPARISONS FOR LEVEL OF DEGREE* (CONTINUED)

Institution	Level of Degree or Diploma	Actual	GES
York	Bachelors	73.2	71.8
	B. Ed.	00.9	02.5
	Graduate	14.8	15.0
	Professional	10.9	08.4
	Other	00.2	01.3
	Unknown	-	00.9
Ryerson	Bachelors	48.6	50.3
	B. Ed.	-	00.4
	Graduate	-	00.2
	Professional	-	00.2
	Other (Diploma's, Certificates etc.)	51.4	47.9
	Unknown	-	01.1

* Tables not supplied by University of Ottawa, WLU and OCA.